DOCUMENT RESUME

ED 320 984 UD 027 501

TITLE	Asian Americans at Berkeley. A Report to the Chancellor.
INSTITUTION	California Univ., Berkeley.
PUB DATE	May 89
NOTE	327p.; Prepared by the Advisory Committee on Asian American Affairs.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Administrators; Affirmative Action; *Asian Americans; *College Faculty; *College Students; Educational Environment; *Employment Opportunities; Faculty Promotion; Faculty Recruitment; Higher Education; Library Personnel; Minority Group Children; *School Community Relationship; *Student Attitudes; Student Recruitment
IDENTIFIERS	*University of California Berkeley

ABSTRACT

An advisory committee appointed in fall, 1987 was charged with carrying out an indepth study of Asian Americans on the campus of the University of California at Berkeley. Questions addressed concerned student educational experiences, faculty recruitment and advancement, and staff employment opportunities as well as questions about campus-Asian American community relations, which necessitated examining all issues in a broader context. This report contains eight chapters, of which the first three are, respectively, a statement by the co-chairs of the committee, a preface, and an executive summary. The next four chapters take up the four substantive questions of the study in turn, and the last chapter contains brief closing remarks. The following items are appended: (1) transcripts of student hearings in which the students' opinions about the Asian American experience at Berkeley are discussed; (2) a sample of a faculty questionnaire on the status of Asian American faculty at Berkeley; (3) a list of the staff job group and occupational categories used to determine distribution of Asian American staff members; (4) an Asian Staff Survey on the status and treatment of Asian American staff members and a tabulation of the survey results; (5) an Administrative and Professional Staff Survey, the purpose of which was to obtain a profile of administrative and professional staff, examine the elements of job satisfaction, and gather information regarding employee interest in professional development programs and networks, and results of this survey; (6) an Asian Pacific/American Systemwide Alliance committee members letter concerning staff, faculty, and student issues; and (7) a transcript of the public forum conducted by the advisory committee and written statements from community organizations and concerned individuals. (JS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED320984

ASIAN AMERICANS
AT
BERKELEY

A Report to the Chancellor

May 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Janice T. Koyama
Univ. California - Berkeley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1868

UD 027 541

BEST COPY AVAILABLE

ASIAN AMERICANS
AT
BERKELEY

A Report to the Chancellor

May 1989

ASIAN AMERICANS
AT
BERKELEY

A Report to the Chancellor

Table of Contents

Page

I. Co-Chairs' Statement 1

II. Preface 3

III. Executive Summary 5

IV. Student Educational Experiences 15

V. Faculty and Other Academic Staff 37

VI. Staff Employment Opportunities 59

VII. Campus-Community Relations 73

VIII. Closing Remarks 81

CO-CHAIRS' STATEMENT

I. CO-CHAIRS' STATEMENT

In fall 1987, Chancellor Heyman asked us to serve as co-chairs of the Advisory Committee on Asian American Affairs. We viewed the establishment of this committee as part of his overall efforts to address the changing demographics at the Berkeley campus. Moreover, we considered this a part of Berkeley's broader challenge to prepare for and implement institutional and social changes that will lead to a more open and responsive educational environment. Clearly, Berkeley has the opportunity to exert a leadership role in higher education by diversifying and integrating all facets of campus life while it maintains its legendary standards of excellence in teaching and research.

From the beginning, we knew our charge was different in character from those of other campus groups. Although the Academic Senate Special Committee on Asian American Admissions focused on a vital concern to the Asian American community, we were to carry out an in-depth study of Asian Americans on campus. The Chancellor's questions about student educational experiences, faculty recruitment and advancement, and staff employment opportunities touched upon the full breadth of campus operations. Furthermore, there were specific questions about campus-Asian American community relations which indicated the necessity to examine all the issues within a broad context as evidenced by the sweeping charge and the diverse, representative membership of the Advisory Committee.

Over the past eighteen months, the Committee has worked enthusiastically with a deep sense of commitment. The decision to appoint on and off campus members from various fields of expertise and technical backgrounds has been instrumental in bringing out all sides of the issues and maintaining a balanced perspective. Naturally, our discussions reflected varying degrees of knowledge about the four areas of our charge but we began our deliberations afresh by putting aside personal biases or predispositions. We also decided to rely minimally on statistics and to concentrate on gathering firsthand qualitative information. We used objective data only as a starting point or for background material. In so doing, our most rewarding efforts occurred when we met and listened to Asian Americans from the campus and the community.

From interviews, open hearings, surveys, letters and other types of communication, we learned a great deal. Sometimes, the findings confirmed what we knew intuitively. In other instances, relatively unknown topics or intriguing complexities were brought to light. For example, the ethnic identity crisis experienced by young people from a suburban background was particularly startling. The findings reveal that when these students develop a positive sense of ethnicity, another obstacle emerges: Students experience difficulty maintaining a diverse set of friends. Throughout our investigations, Asian Americans generously shared with us their feelings, insights and often poignant experiences at Berkeley. We believe you will also be enlightened by their previously unheard voices.

As the end of the 1988-89 academic year approaches, we are aware that this report joins many others, on Black faculty hiring, on Chicano/Latino affairs, on the status of women. They all attempt to help the Chancellor and his administration strengthen Berkeley's educational, social and moral position in today's society. The type and extent of institutional changes called for in these documents and in our own report are not for the weak-willed or faint-hearted. Unprecedented efforts will be required to go beyond the technical or operational approaches that were used in the past to develop affirmative action plans and comply with fair employment or equal opportunity regulations. Indeed, we ask the University to re-examine many of its fundamental assumptions and routine operations. We ask the campus to re-allocate resources in response to current needs, to broaden representation for ethnic groups in the important spheres of influence, and to develop positive relationships with those who are affected by academic decision-making processes.

Asian Americans have a role to play in helping the University achieve these momentous goals. Parents need to understand more about the university experience and how it shapes students' emerging as well as pre-determined interests and abilities. Asian American alumni and the community can be helpful in establishing communication channels with the University. Asian American faculty and staff can be more effective by participating in academic governance, building professional networks, and acting as key resources for students, the administration, and the community. Specific recommendations on these issues are included in the subcommittee reports.

While the work of the Advisory Committee was proceeding, we did observe that the University was moving ahead, especially in the area of admissions. This spring as our deliberations were concluding, the Academic Senate Special Committee on Asian American Admissions issued its report. The Shack Report, as it is often referred to, brought the University and the Asian American Task Force on University Admissions into debate once more. However, in early April 1989, a joint statement was released which recognized common ground for understanding the insensitive admissions practices of the past. There was acknowledgment that "Berkeley has taken important steps to develop new policies and procedures that ensure fairness and provide reassurance to the Asian community". The joint statement seems to pave the way for a strong partnership between Asian Americans and the University to meet the future challenges.

The collaboration of many people is responsible for the successful completion of the Committee's charge. We are grateful to everyone who cooperated with the Committee and provided information in a trusting and forthright manner. Their willingness to assist our efforts enables us, and now the public, to be better informed about Asian Americans. The strong support provided by the Chancellor made our task easier but also convinced us that our efforts would not be in vain.

As co-chairs, we extend our personal thanks to every member of the Advisory Committee and the supporting staff. It has been a special privilege to work with such a dedicated group of people who are determined to make Berkeley a better place. We appreciate the faculty and staff who handled the ongoing pressures of important jobs and also devoted innumerable hours to the business of the Committee. The student members and student support staff made significant contributions and kept up with their studies. The community members braved commuter traffic, campus parking regulations and numerous changes in meeting room locations and were actively involved in the Committee. They are also prominent professionals and have many other civic duties. In addition, we recognize the staff in both the Office of Budget and Planning and the Moffitt Undergraduate Library for many hours of support work.

Most of all, the Advisory Committee wishes to commend Ken Hirano for his truly exceptional job as the principal staff member and editor of the report. He is responsible for pulling together the former disparate parts of the report and shaping them into a coherent, integrated text. He took the essence of our ideas for the preface, executive summary and the closing remarks and produced texts of great inspiration and clarity. We are immensely indebted to him.

In closing, we observe that a great University is often called upon or steps forward to achieve great deeds. While there is recognition of the extraordinary responsibilities Berkeley faces at this time, there is a sense of urgency among Asian Americans for the University to forge ahead with decisiveness and clarity of purpose. With the work of the Advisory Committee on Asian American Affairs completed, the more difficult, but no less compelling work of responding to the report and implementing its recommendations must now begin.

PREFACE

II. PREFACE

Historically, Asian Americans have had a special regard for Berkeley. They have seen it as a university that was great enough to respond to their interests and aspirations and rigorous enough to challenge their intellect and ability. As a state institution it was affordable and accessible. Its proximity to several sizeable Asian American communities and its large number of employment opportunities have made it a very desirable place to work. And perhaps most important, Asian Americans believed that Berkeley was a place where they would be received without prejudice and treated fairly.

As a consequence, the presence of Asian Americans at Berkeley has increased substantially during the past decade, until the controversy erupted over admissions policies and practices. This issue, as it has unfolded over recent years, resulted in a highly publicized and polarized relationship between the Berkeley campus administration and the Asian American community as represented, for example, by the Asian American Task Force on University Admissions. Although its academic reputation, affordability, location and employment opportunities continue to make Berkeley highly attractive to Asian Americans, the assumptions of impartiality and fairness that made Berkeley a special place have been called into question.

In September 1987, Chancellor Heyman established a special Advisory Committee on Asian American Affairs. The Advisory Committee was given an especially broad charge that was intended to illuminate the status of Asian Americans in all realms of campus life. Specifically, he asked us to study these questions.

> Student Educational Experiences
>
> How do Asian undergraduate and graduate students experience their academic and extracurricular lives? Do they enjoy particular opportunities or suffer particular disadvantages because of their ethnicity? What support services are available to help them take full advantage of Berkeley? What arrangements can be made to enhance their educational experiences?
>
> Faculty
>
> What is Berkeley's record with respect to the recruitment, selection, and advancement of faculty of Asian descent? What factors affect Berkeley's ability to appoint and advance Asian faculty?
>
> Staff Employment Opportunities
>
> What are the employment and career opportunities for Asians at Berkeley? What is Berkeley's record with respect to the recruitment, employment, and career development of Asians? Are there special problems or opportunities in these areas?
>
> Campus-Community Relations
>
> How can the Berkeley campus strengthen its relationships with Asian communities in California? How can Berkeley keep Asian communities informed of important changes in campus policies and programs? How can Asian communities keep the Berkeley campus informed of their interests and concerns? What specific steps can be taken to improve communication between the Berkeley campus and Asian communities?

Although we realized that the charge was wide-ranging and that each area was a substantial undertaking, we welcomed this assignment. We wanted to do what we could to provide the basis for renewed understanding, trust and respect between the Berkeley campus and the Asian American community. We wanted to help make Berkeley, in reality and in spirit, a place where Asian American students, faculty and staff are full participants in all aspects of campus life -- a place where they are fully accepted and recognized for the rich diversity they proudly bring to this world class university.

Respectfully submitted,

Janice T. Koyama
Janice T. Koyama
Co-Chair

Yuan T. Lee
Yuan T. Lee
Co-Chair

Amado Cabezas
Amado Cabezas

Margaret DiStasi
Margaret DiStasi

Lily Wong Fillmore
Lily Wong Fillmore

Glen M. Hat
Glen M. Hatakeyama

Arthur M. Hopkin
Arthur M. Hopkin

Walter Hoy
Walter Hoy

Ken Kawaichi

Sung-Hou Kim

Sunny L. Low
Sunny L. Low

Anita Madrid
Anita Madrid

Roberta J. Park
Roberta J. Park

Alex M. Saragoza
Alex M. Saragoza

Larry Hajime Shinagawa /PO
Larry Hajime Shinagawa

Lillian K. Sing /JSL
Lillian K. Sing

Jerrold Takahashi
Jerrold Takahashi

F. Reina Tanguilig
F. Reina Tanguilig

Patrick S. Hayashi
Staff

Kenneth Hirano
Kenneth Hirano
Staff

Paul A. Okada
Paul A. Okada
Staff

S. Akemi Tom
S. Akemi Tom
Staff

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Table of Contents

P

A. The Committee's Charge . . . .

B. The Process . . . .

C. General Observations . . . .

D. Summary of Subcommittee Findings . . . .

E. Major Recommendations . . . .

F. Implementation of the Recommendations . . . .

III. EXECUTIVE SUMMARY

A. THE COMMITTEE'S CHARGE

The Chancellor asked the Committee to study a number of critical questions as they related to the University and Asian Americans. They covered all aspects of campus affairs (involving students, faculty and staff) and issues of concern to the Asian American community. However, it was almost immediately apparent to the Committee that campus issues and community concerns were inseparable. Asian Americans have had a long and special association with Berkeley and their concerns range from issues of accessibility to issues of campus climate, student services, and hiring and promotional practices. We believe this is the first time that a community perspective has been included as an integral part of a campus study and it is a unique element that adds a special dimension to this report. It also represents a positive, new approach to campus-community relations.

B. THE PROCESS

In order to address the broad range of issues set forth in the Chancellor's charge the Committee decided to approach its task in three stages.

The first stage was devoted to building a foundation of understanding before proceeding to investigate the four specific areas listed in the charge. From the end of September 1987, when the Committee was established, through February 1988, we spent our time familiarizing and educating members about the full range of issues that needed to be studied. We discussed and debated the Committee's charge. Relevant newspaper and magazine articles were passed out and discussed. Enrollment and affirmative action statistics were distributed. We reviewed various campus policy and procedural documents. Some committee members gave presentations concerning their particular areas of expertise. Guests representing various constituencies from both the campus and the community were also invited to speak to the Committee. Finally, Committee members shared their own experiences and brought personal perspectives to the overview of Asian American issues.

The second stage began in March 1988. Four subcommittees were formed to investigate the major areas specified in the Chancellor's charge: 1. Student Educational Experiences, 2. Faculty (and other academic staff), 3. Staff Employment Opportunities, and 4. Campus-Community Relations. While the Committee continued to meet as a whole to hear subcommittee status reports and to review and discuss matters of general interest, the major effort was conducted at the subcommittee level during this period.

Each Subcommittee organized its work differently. Each employed differing strategies for meeting data requirements. Some of the information sources used included media articles, University documents and campus statistics that had been distributed at the full committee meetings, and materials were requested of, and received from, other universities. A variety of methods were used to gather additional, more subjective data for investigations in the four specific areas. Subcommittee members participated in, or attended, conferences that dealt with or touched upon Asian American concerns. The subcommittees also sponsored a public forum for various Asian community organizations, open hearings with Asian American students, and meetings with Asian American faculty, lecturers, librarians and staff. Interviews were conducted with individuals having responsibilities for certain programs affecting and serving Asian American students, academic and staff employees, and questionnaires were employed to give academic and staff employees opportunities to submit their individual views and concerns in writing.

The subcommittees met independently to review their findings and to develop conclusions and recommendations. Their efforts culminated in the production of subcommittee reports which were completed in October 1988. These reports have been reviewed and endorsed by the full committee. They comprise the four sections that follow this Executive Summary and constitute the main body of this report.

The third and final stage involved renewed efforts at the full committee level. During the period of October 1988 through April 1989 the Committee convened several times to review and discuss the subcommittee reports, to give guidance on the structure and elements of the full committee report, to review report drafts, and to approve a final version to be submitted to the Chancellor.

Our observations, findings and recommendations follow.

C. GENERAL OBSERVATIONS

The Berkeley campus is a sizeable community unto itself. With an adult population of nearly 40,000 (comprised of 32,000 students, 2,200 faculty and other academic staff, and 5,600 career staff), it can be an impersonal and intimidating place. For Asian Americans it can be an especially alienating and inhospitable environment. The Committee recognizes that Asian Americans face many of the same barriers and share many of the same problems that confront women and other minorities and we wish to point out that while our efforts have focused on issues as they concern Asian Americans, much of what we have to say and recommend may serve other groups as well. In terms of improving the overall campus climate, we believe a profound reorientation to embrace multiculturalism must be made by the entire campus community and must be reflected at the institutional level by definite changes in policies and practices.

At Berkeley, Asian Americans make up approximately 26% of the undergraduate student body, 10% of graduate students, 5-6% of ladder-rank faculty and 13% of career staff. In all, there are 7,400 Asian Americans on campus. Asian Americans are a very heterogeneous population, a rich mixture representing various culturally distinct backgrounds and ethnic origins. They or their ancestors came from China, India, Japan, Korea, Pakistan, the Philippines, Thailand, Vietnam, and other Asian and Pacific island countries. While some Asian Americans are recent immigrants, having come to this country within the last decade, others are fourth and even fifth-generation Americans whose ancestors immigrated to this country toward the end of the nineteenth century. Finally, Asian American students, faculty and staff represent the full range of socioeconomic backgrounds.

It is apparent from the Committee's deliberations that the diversity and differentiation within the Asian American population have, to a large degree, gone unrecognized. We believe that there is a tendency on the part of this institution, the campus community, as well as the society at large, to perceive Asian Americans as a cohesive, homogeneous population. This is a monolithic view of Asian Americans that not only ignores the rich cultural contributions that come with the diversity and the variations within this population, but also the important issues and problems that arise out of this diversity.

Failure to recognize the differentiations within this population also leads to the view of Asian Americans as the "model minority." This view is nothing more than a stereotype that conjures a simple image of a purposeful and practical people who, through hard work and family support, have achieved a high level of success in American society and on this campus. The stereotype also conveniently hides complexities within the Asian American population behind generalizations that all Asian Americans are quiet, diligent, hard-working and successfully pursuing a path of upward advancement. On the surface, the stereotype may seem harmless, even positive; to some it seems to be a correct notion because it applies to Asian Americans they know. But, like all racial stereotypes, it has damaging consequences at many levels.

At the personal level, the model minority stereotype denies Asian Americans their human dignity and individuality, tending to prejudice others in their perceptions of Asian Americans, and sometimes to obscure for Asian Americans, themselves, the acknowledgement of their own individual strengths and personal needs, vulnerabilities, and desires. Many feel pressure, externally as well as from within, to conform to a fictionalized image of Asian Americans.

At the intergroup level, the model minority stereotype can cause invidious distinctions among racial and ethnic groups. The stereotype has been used as an ideological tool to assign blame for social, political, and economic problems, and to deflect attention from real issues. Moreover, during times of stress, a positive stereotype is all too easily transformed into a negative one. Quiet becomes inscrutable. Hard-working becomes narrowly-ambitious. Practical becomes opportunistic and successful becomes dominant. In these circumstances "model minority" takes on new meaning, separating Asian Americans from other ethnic groups. To exacerbate this problem further, because of their distinctive racial and ethnic differences from the prevailing society, Asian Americans are subject to being regarded as "foreigners." No longer a part of America's melting pot, they become outsiders, objects of fear and distrust.

At the practical or program level, the model minority stereotype prevents policy and decision makers from recognizing individuality and diversity among Asian Americans, and the positive imagery blinds them to the many and wide-ranging needs of Asian Americans. At Berkeley, we hear that Asian American undergraduate enrollments far exceed their representation in the population, that graduation and retention rates are high, and that there is no evidence of major problems in the campus academic and staff affirmative action reports. The fact that there are great variations among Asian Americans is overlooked. We are not told that income levels and the degrees of acculturation of immigrants are very different from American-born Asians; that unmet language needs exist; that many Asian American students, faculty and staff are excluded from full participation in many aspects of campus life and of the larger society. Because of the model minority stereotype, these facts often go unacknowledged.

The Committee believes that the campus community must recognize the variations among Asian Americans and that the administration must acknowledge the needs of this diverse population. We believe that there is an institutional obligation to adapt the curriculum, the programs, services and activities to meet these needs. We also believe that Asian Americans themselves, particularly the faculty, staff, alumni, and parents, need to be educated about student experiences and participate actively in campus activities that will increase awareness of the richness of the contributions that Asian Americans provide at Berkeley and to the larger society.

D. SUMMARY OF SUBCOMMITTEE FINDINGS

The major findings of the four subcommittees are summarized below.

1. Student Educational Experience

- The Asian American student population (5,803 undergraduates) is very heterogeneous. More than half of the Asian American undergraduate students are foreign-born (approximately 13% of undergraduate students). Because of their immigrant status, these Asian American students experience social, language and cultural transition problems in their efforts to adjust to campus life. Although the Immigrant Student Project was initiated to address the problems and concerns of immigrant students, such activities need to be expanded and incorporated throughout all of the existing student services.

- Despite the fact that Asian American students comprise 26% of the undergraduate student population, their needs go largely unrecognized and unacknowledged by this institution. As perceived in model minority terms, Asian American students are thought to have no need for special academic or other assistance. As a result, inadequate resources are devoted to this population, many

15

of their specific problems are ignored, and existing programs and services are, for the most part, not sensitive to their needs.

- The quality of Asian American students' academic and extracurricular experience is best characterized as being mixed. On the one hand, Asian American students reported that their overall educational experience was positive. Yet, they also indicated that the University's curriculum was too Eurocentric, especially in the social sciences and humanities. Aside from the courses offered in Asian American Studies and Ethnic Studies, there are few classes that help them to understand themselves as ethnic Americans.

- The problems that Asian American students encounter in their academic life also dovetail with the problems posed by the campus climate. Campus attitudes towards Asian Americans range from open hostility to ethnic and cultural insensitivity. The large majority of Asian American students to whom we spoke felt that subtle racism and insensitivity were the most salient features of the campus racial tenor.

- Many Asian American students who have lived in predominantly white suburban environments, experience ethnic identity crises. We believe that these crises stem, in large part, from the campus climate and the character of racial interaction among students within the context of a changing student body.

- Asian American students need advising and counseling services that specifically address such difficulties as the excessive pressures their parents sometimes exert on them to excel academically and the dilemma of choosing a practical major rather than pursuing their real interests. We observe that the Counseling Center is not adequately staffed and particularly short of Asian American counselors to handle problems of this nature and that only two of the college advisers in the College of Letters and Science are Asian Americans.

- The campus lacks a significant number of Asian American role models among the ladder-rank faculty, particularly in the social sciences and humanities. A parallel problem exists at the senior administrative staff level. Asian Americans, for the most part, are not visible to students among the ranking academic administrative positions and at the senior management level.

- The issues of recruitment and support of Asian American graduate students, specifically in the humanities and social sciences, have not been given the attention that they deserve. Asian American graduate students also suffer from being identified as a model minority group and consequently, they are considered to be exempt from the problems that other minority students experience.

- Subject A for Non-native Speakers of English (SANSE), the key writing program for immigrant students, lacks faculty diversity and sensitivity to the ethnic and cultural diversity reflected by the Asian Americans who make up 70% of its students.

2. Faculty and Other Academic Staff

- A large majority of Asian American faculty, mostly in engineering and the physical sciences, are first generation immigrants. The campus needs to recognize that with respect to Asian American faculty, there may be cultural factors that affect advancement and participation in extracurricular activities and academic governance. The high percentage of first generation immigrants also suggests that efforts to appoint native-born Asian American faculty need to be strengthened.

- Asian American faculty generally indicate that they do not wish to be afforded special favors; they emphasize the importance of being treated fairly.

- The Berkeley Academic Affirmative Action Plan does not properly address certain issues of underrepresentation of Asian Americans and other groups. It fails to discuss, directly or adequately, certain key questions, e.g., in addition to numerical affirmative action goals to correct underutilization, what goals should be established to address underrepresentation of Asian American faculty? How can Berkeley reach its overall goal of increased faculty diversity? The plan is little more than a legal response to federal affirmative action requirements. The ways in which data are aggregated tend to obscure, rather than identify issues and the methodology used to comply with federal requirements does not provide a strategy for correcting problems of underrepresentation. Instead, it tends to perpetuate current patterns of minority employment.

- Among Asian Americans, particular attention needs to be given to appointing women, Filipinos, Koreans and Southeast Asians to the faculty ranks.

- Asian American faculty are concentrated in engineering and the physical sciences. Their representation is conspicuously low in certain academic fields, such as the social sciences and humanities. Since faculty and graduate student affirmative action programs are crucially linked, both need to address issues of Asian American underrepresentation in these particular areas.

- While the lack of Asian Americans in the social sciences and humanities can be linked to shortcomings in the University's graduate student and academic affirmative action policies, it is also a consequence of a lack of interest in these fields on the part of Asian Americans themselves. This is exacerbated by the dearth of role models in these areas.

- Few Asian American faculty or other academic staff are involved in academic governance and the upper levels of administration. Both the institution and Asian Americans will have to exert considerable effort to correct this problem.

- The majority of Asian American lecturers are in the Asian American Studies Program. They receive little recognition for their contributions as members of the larger academic community and are rarely promoted to or recruited for ladder rank faculty positions.

- There is a lack of racial and ethnic diversity among the ranks of librarians. In setting hiring goals for Asian Americans and other minorities, adequate consideration has not been given to the local pool of minorities having the Masters of Library Science (MLS), such as Berkeley's own graduates.

3. Staff Employment Opportunities

- The Berkeley Staff Affirmative Action Plan also does not properly address certain issues of underrepresentation of Asian Americans and other groups. Like the Academic Affirmative Action Plan, this document is basically a legal response to federal affirmative action requirements. The ways in which data are aggregated tend to obscure problems rather than expose them and the methodology that it employs does not provide a strategy for correcting chronic problems of underrepresentation.

- Few Asian Americans are represented in the management job groups, especially in the top ranks. Aggressive measures in recruitment, hiring, training and development practices should be taken by the campus to correct this problem.

- The lack of role models for Asian Americans in the top administrative ranks is related to the feelings of powerlessness and frustration expressed by Asian American staff about not being given fair consideration for advancement and promotional opportunities. Where career paths of Asian professional staff are seemingly blocked, there is the growing perception that their skills and talents go unrecognized and are underutilized because there are unspoken limits on how high Asian Americans can rise within the university.

- Asian American staff suffer from racial stereotyping. The "low-profile," "behind-the-scenes" approach toward their work that many Asian Americans assume is frequently misinterpreted as a lack of effective leadership ability and may be hindering their advancement to managerial level positions. There seems to be a tendency to view Asian Americans as best suited for technical and narrowly-defined jobs.

- Asian American staff feel the impact of the "model minority" myth. There is a tendency on the part of this campus to assume that, left to their own devices, Asian Americans will be able to fend for themselves. Many of their problems and needs are overlooked.

4. Campus-Community Relations

- The Asian American community holds the University of California at Berkeley in high esteem and desires to participate fully in its present and future development.

- The admissions controversy has severely shaken the trust Asian Americans have in the campus administration. The consistent finding that campus admissions policy decisions in 1984 had a disproportionate impact on Asian American undergraduate enrollments is indisputable. Consequently, the Asian American community is deeply concerned about accessibility to Berkeley and feels strongly that admissions policies and procedures must be fair, clearly articulated, and publicized well in advance to parents and prospective applicants.

- The Asian American community is concerned about adequate representation of Asian Americans in the administrative ranks of University faculty and staff and about the development and maintenance of a campus climate which is supportive of a multi-cultural population.

- There is a strong need to establish organized procedures for effective communication between the University and the Asian American community to ensure that meaningful, ongoing dialogue can occur on areas and concerns of mutual interest.

E. MAJOR RECOMMENDATIONS

The following major recommendations cut across the four specific areas: Student Educational Experiences; Faculty and Other Academic Staff; Staff Employment Opportunities; and Campus-Community Relations. They are somewhat broader than the relatively specific recommendations in Sections IV, V, VI and VII that comprise the main body of this report.

We believe that the major recommendations represent a combination of principles and actions that need to be adopted as the Berkeley campus begins the task of addressing Asian American issues and concerns. It is our hope that these recommendations will spur the campus to adapt its policies and reorient its programs and services to be more responsive, not only, to the needs of Asian Americans, but also, to the concerns of other groups that make up the increasingly diverse campus population.

The major recommendations are numbered for reference purposes only; they do not represent priority. While we believe they are of equal importance, recommendation 1 represents the "corner stone" of our proposal.

The Chancellor's Advisory Committee on Asian American Affairs makes the following major recommendations.

1. **That the Chancellor appoint a permanent standing committee to advise him on issues of concern to Asian Americans.** Membership on this committee should have rotating student, faculty,

staff, community/alumni and at-large positions, and two permanent seats, one each for The Vice Chancellor and the Vice Chancellor Business and Administrative Services. This committee would be the primary vehicle for ensuring effective dialogue between the various Asian American constituencies and the Berkeley campus administration. This committee should deal with issues identified in this report and others that will undoubtedly emerge as discussions expand.

2. **That the Berkeley campus administration undertake initiatives and actions to address the special needs of Asian Americans.** To fulfill this, it is necessary to coordinate efforts in a centralized manner within the highest levels of the campus administration. We recognize that there is currently a faculty member in an informal position who is involved with a few of the issues related to Asian Americans. However, we recommend that a more formal academic position reporting to The Vice Chancellor be established . This position should be charged particularly with the initial planning for the implementation of the recommendations contained in this report and be a liaison between the standing committee and the very highest decision-making levels within the campus administration. It is also recommended that this position have an appropriate budget to accomplish its charge. Although we do not see the academic position as a permanent one, the first-time appointment should be for 3-5 years, during which substantial progress can likely be made on the salient issues affecting Asian Americans. At the end of this period, the situation should be reviewed in terms of what has been accomplished and whether or not the position should be continued for another specified term.

We believe that the following issues offer specific directions to be undertaken by the person appointed to the formal academic position reporting to The Vice Chancellor:

* More/improved counseling and advising services for Asian American students;

* Admissions and retention issues for Filipino American students;

* The need for the Subject A for Non-native Speakers of English (SANSE) program to diversify its faculty and provide an educational environment that is sensitive and responsive to Asian American students; and the necessity for adequate resources to meet the language acquisition needs of these students;

* The unique set of problems faced by Asian American women (students, faculty and staff);

* Recruitment and retention issues for Asian American graduate students;

* Demographic trends within the Asian American population, particularly with respect to effects of the increased numbers of immigrants from South and Southeast Asian countries and their eligibility for admission to Berkeley and;

* Compilation of student, faculty and staff statistics in such a way that Asian Americans can be easily disaggregrated by sub-ethnic categories and by foreign/native-born status.

3. **That the Berkeley campus adopt a more vigorous and differentiated stance with respect to affirmative action.** Presently, the campus affirmative action programs appear to be concerned with little more than technical compliance with federal regulations and a minimalist concept that diversity is demonstrated by aggregate numbers. To serve the interests and meet the needs of this campus' and California's increasingly diverse population, Berkeley needs more forward-looking and liberal affirmative action programs. These programs should be based upon the general principles of diversity and full participation in all areas and at all levels. With respect to this Committee's particular concerns, these programs need to recognize the differentiations among Asian Americans and the different strategies required to ensure full participation at all levels by all.

Thus, with respect to Asian Americans, we recommend that the campus administration:

- Develop outreach programs to attract more Asian Americans to graduate study in the humanities and social sciences. This action should be accompanied by measures that assure them a reasonable chance of success in graduate study. There is a particular need for improving ways to inform Asian American graduate students of opportunities for fellowship and financial assistance.

- Develop a plan for addressing the problem of the underrepresentation of Asian American women, Filipinos, Koreans and Southeast Asians among the faculty ranks and the underrepresentation of Asian Americans among the faculty in the social sciences, humanities and other areas.

- Develop a plan for addressing the underrepresentation of Asian Americans in the management job groups and in key positions of high visibility such as public information, campus development, student services, academic support, the Alumni Association, and central administration.

- Reexamine the methodology for establishing workforce availability proportions for all ethnic minorities to determine whether better data sources exist than are currently used, and make the results of this analysis and yearly results of the recruitment efforts available to the standing committee.

- Ensure that advertising and recruitment procedures are sufficiently aggressive in terms of seeking out eligible and highly qualified Asian Americans and developing a network among community alumni and Asian American professional organizations.

- Provide effective staff training and development programs to increase the numbers of Asian Americans in staff job categories and areas in which they are underrepresented.

4. **That the Berkeley campus recognize the cultural and language needs of foreign-born Asian American students, faculty and staff.** The administration should give high priority to improving levels of support to the Immigrant Student Project, and to reorienting, adapting, and establishing new programs to address immigrant student, faculty and staff needs.

5. **That the Berkeley campus administration undertake initiatives to promote cultural awareness and educate the campus student, faculty and staff community about ethnic diversity.** Toward this end we endorse the principle of an "American Cultures" requirement and the need for adequate levels of support for the Ethnic Studies Department and the Asian American Studies Program. We believe that if this university is to meet the challenges of the growing diversity within California and within its own enrollment, that adaptations in the academic program and changes in the curriculum must occur.

Other campus initiatives are needed to help Asian Americans become more fully accepted by the campus community and to increase their involvement and participation in campus life. Programs should deal with the dangers of the model minority imagery and related racial stereotypes and address racial violence and other forms of overt racism. Project DARE (diversity in values, race and social experiences) and the Racial Grievance Board are examples of two different programs that the campus has already initiated to deal with these problems. Consideration should also be given to:

- Issuing and publicizing at regular intervals during the academic year, formal policy statements that promote diversity and denounce racism; and

- Providing educational programs and training sessions on cultural awareness and subconscious racism for students, faculty, staff and administrators.

6. **That the Berkeley campus administration take steps to ensure that the admissions process is based on the principles of accessibility and fairness.** Admissions policies, procedures and criteria must be clear and well-publicized and be subject to regular review and evaluation. A process for appropriate consultation with Asian Americans and other interested groups must be developed to ensure that there is input on policies, procedures and criteria. When changes in the admissions process are implemented, sufficient lead-time must be provided so that prospective applicants have adequate time to adjust to the changes. The University must acknowledge the importance of providing protection for UC-eligible poor or disadvantaged applicants regardless of background or ethnicity. Practices which are non-discriminatory must be followed with regard to eligible linguistic minorities.

F. IMPLEMENTATION OF THE RECOMMENDATIONS

The Committee recognizes that not all of the recommendations can be implemented immediately. Some require considerable planning and the involvement of various sectors of the campus. However, we believe that the two key recommendations, namely, the establishment of a standing advisory committee (recommendation 1) and the establishment of a formal position to be liaison between the standing committee and the very highest decision-making levels within the campus administration (recommendation 2) should be implemented by the early part of the 1989 fall semester. We believe their early implementation is important because these two recommendations are crucial to the implementation and oversight of the remaining recommendations.

STUDENT EDUCATIONAL EXPERIENCES

STUDENT EDUCATIONAL EXPERIENCES

Table of Contents

Page

Introduction 16

Profile of Asian American Students 17

Issues and Concerns 19

Summary Comments 33

Recommendations 34

Student Subcommittee Membership 36

IV. STUDENT EDUCATIONAL EXPERIENCES

Student Subcommittee Report

INTRODUCTION

The Student Subcommittee was charged with the task of examining the academic and extracurricular lives of Asian American students to determine whether their ethnic background proved to be a positive and/or negative influence in their experience at the Berkeley Campus.

Because this charge was so vast in scope and complexity, we felt compelled to tailor our approach to fit our time constraints and the available resources. Thus, we adopted a method that allowed us to explore the most salient issues regarding Asian American student life that emerged during the Advisory Committee's deliberations and those issues that the subcommittee deemed worthy of study. We proceeded in two ways:

> First, we talked to professional staff from the various student service units on campus to find out what kinds of problems Asian American students were experiencing and the services available to them. The staff whom we interviewed worked directly with Asian American students and were knowledgeable about their experiences and concerns. Although we made every effort to be comprehensive, the Subcommittee limited its interviews to staff from units that had extensive contact with Asian American students: Counseling and Psychological Services, Career Planning and Placement, Housing and Residential Programs, Student Activities and Services, Student Health Services, and Financial Aid. We also interviewed the Undergraduate Adviser from Asian American Studies and the Chair of the Graduate Assembly. Finally, we met with the Coordinators of Subject A and Subject A for Non-native Speakers of English (SANSE).
>
> Second, the Subcommittee held open hearings and meetings with Asian American students to find out how they felt about their academic and extracurricular experiences at Berkeley. Given the time limitations and the need to be exploratory in our investigation, we felt that a "qualitative" approach would be a much more fruitful way to investigate Asian American student life. We also approached this in two ways:
>
> > First, we heard from students who represented 15 registered Asian American student groups and organizations that covered the range of Asian ethnic groups on this campus -- Chinese, Japanese, Korean, Filipino, Vietnamese/Southeast Asian, and East Indian. Both immigrant and native Asian American students participated. We estimate that these students represented organizations and activities that have a total membership in excess of 1500.
> >
> > Second, we held two noontime sessions where Asian American students who were not affiliated with student groups could drop in and discuss their academic and extracurricular lives. We felt that such meetings were essential to covering a broad spectrum of Asian American students. We talked to approximately 30 students during these two periods. In addition, subcommittee members spoke individually with students who wanted to bring specific issues to the Subcommittee's attention. One graduate student submitted written testimony.

The student hearings and noontime meetings were taped and transcribed. (Approximately 10 hours of transcriptions have been included in Appendix I.)

To gather additional information about Asian American students several subcommittee members attended the "Asian Americans in Higher Education Conference," which was held on February 25, 1988, in Oakland. The Subcommittee chair also attended the focus groups with Asian American students which were conducted by the Alumni House. He also met individually with Professor Ling-chi Wang and Ms. Michele Woods Jones to follow up on issues that they raised in their presentations to the Advisory Committee. He also met with Mr. James Briggs to address some of the issues he presented to the Student Subcommittee.

PROFILE OF ASIAN AMERICAN STUDENTS

In Fall 1988, Asian Americans constituted 26.5% (5,803) of the undergraduate and 9.8% (736) of the graduate student population, exclusive of foreign students.

Ethnically, Asian American students are highly diverse and represent many different nationalities. Among undergraduates, the largest subgroup is Chinese (12.1%) followed by Filipinos (4.3%), Koreans (3.9%), Japanese (2.4%), Thai and other Southeast Asians (2.1%), East Indians (1.5%), and Polynesians (0.1%).

Of special significance is the fact that half of all Asian American undergraduates are foreign-born. (The Immigrant Student Project Report, 1986-87 found that 51.5% of the Asian American undergraduates in the fall 1986 were foreign-born.) Given the current immigration patterns and the desire of Asian high school students to attend Berkeley, we believe that this pattern will persist. Consequently, Asian American undergraduates will maintain a bimodal cultural distribution, where roughly 50% are native-born Americans of Asian descent, and the other half are foreign born immigrants who are non-native speakers of English.

Furthermore, within this immigrant half, there are clear differences. For example, there are Chinese immigrant students from Hong Kong, Taiwan, and mainland China, as well as ethnic Chinese from Southeast Asia. These students vary in terms of when their families came to the United States, their citizenship status, their age upon arrival, and their social class background. The other Asian immigrant groups manifest similar variations in their experience. Thus, the overall Asian American student population is highly diverse and far more complex than is commonly recognized.

The demographic changes in the Asian American student population have also given rise to an immigrant subgroup that has a number of special needs. The 1980 "Survey of Immigrant and Refugee Students at the University of California" indicated that "the most pressing need of these students is assistance with the difficult language and cultural adjustments they must make to U.S. life and the campus environment." Since that report was issued, the profile of immigrant students seems to have changed somewhat due to changes in the immigration laws, global economic patterns, and admissions policies at the Berkeley campus. We observe, for example, that in general, the immigrant students appear to be much more acculturated than their counterparts who were enrolled in the late-1970s.

Still, the consensus among the faculty and professional staff who work closely with Asian immigrant students is that they have special needs that derive from their immigrant status. As the 1982 "Report and Recommendations of the Language Acquisition Skills Task Force" suggests, Asian immigrant students are highly competitive, hard working, and achievement oriented; yet, their language situation "may be depriving them of significant aspects of the undergraduate experience and that this loss subsequently have detrimental, long range effects on their professional success after graduatic One of the more immediate effects is the limitation these students place on selecting certain m and careers. Thus, these faculty and staff indicate that the academic support of Asian immi students in the area of language acquisition should be given high priority.

Furthermore, they feel that programs designed to improve the quality of their campus life, lik Immigrant Student Project which was initiated in 1981, need to be continued and expanded.

Besides their ethnic diversity, Asian American students are distributed throughout the va colleges and schools that make up the campus. In Fall 1988, for example, the largest number of American undergraduates (4,017.0) were enrolled in the College of Letters and Science, followe the Colleges of Engineering, (928.5), Chemistry (242.0), Environmental Design (211.0), Na Resources (190.5), and the School of Business Administration (161.5). Other schools and prog had a combined total of 52.5 Asian American undergraduates.

In terms of their proportional representation in the various schools and colleges, however, American undergraduates are most heavily concentrated in the College of Chemistry (46 followed by the College of Engineering (43.7%), School of Business Administration (34.5%), Co of Environmental Design (31.4%), College of Natural Resources (27.4%), and College of Letter Science (23.3%). Asian American undergraduates made up 24.6% of other schools and progra

At the Graduate level, Asian American students have the greatest representation in the Colle Engineering (214.7) followed by the College of Letters and Science (155.8). Fewer Asian Amer are enrolled in the School of Business Administration (82.0), School of Law (63.5), School of P Health (36.0), School of Optometry (34.0), College of Chemistry (29.0), College of Environm Design (27.0), School of Education (26.0), School of Social Welfare, (14.5), and the College of Na Resources (11.0). Asian American graduate students numbered 44.0 in other schools and prog

Again, in terms of proportional representation, Asian Americans are concentrated in the Colle Engineering (23.7%) followed by the School of Optometry (22.4%), School of Business Administr (12.5%), School of Public Health (8.3%), College of Environmental Design (8.0%), School of S Welfare (7.6%), School of Law (7.5%), College of Chemistry (6.6%), College of Letters and Sc (6.4%), School of Education (6.2%), and College of Natural Resources (4.2%). Asian Ame graduate students comprised 9.5% of other schools and programs.

A comparison between Asian American students at the undergraduate and graduate levels indi that they are not represented proportionately at the school and college level. (See Table I.) I College of Engineering, for example, Asian Americans drop from 43.7% at the undergraduate to 23.7% at the graduate level. The same pattern holds true for the School of Business Admini tion, for each college, and for each division within the College of Letters and Science. For exar Asian Americans comprise 43.8% and 33.2% of the total undergraduates in the Divisions of Biolo and Physical Science. At the graduate level, they drop to 8.2% and 7.1% respectively.

Furthermore, the second largest concentration of Asian Americans in a specific area of study, ou the College of Engineering, is in the Division of Social Sciences. There are 579.8 Asian Amer majoring in a social science field who comprise 19.9% of the Social Science Division. At the grad level, their numbers and proportional participation drop sharply to 51.0 and 6.4%, respectivel

Overall, the Asian American student population reflects diversity within our campus diversity. I has a range of special needs and characteristics that set the context for the issues we will exa

Table I

Percentage of Asian American
Undergraduate and Graduate Students by School, College and Division
Fall 1988

School/College	% Undergraduate	% Graduate
Business Administration	34.5 (161.5)	12.5 (82.0)
Chemistry	46.0 (242.0)	6.6 (29.0)
Engineering	43.7 (928.5)	23.7 (214.7)
Environmental Design	31.4 (211.0)	8.0 (27.0)
Letters & Science	23.3 (4,017.0)	6.4 (155.8)
Biological Science	43.8 (318.9)	8.2 (31.5)
Humanities	14.5 (273.3)	5.0 (39.0)
Physical Science	33.2 (181.0)	7.1 (34.3)
Social Science	19.9 (579.8)	6.4 (51.0)
Natural Resources	27.4 (190.5)	4.2 (11.0)

Source: Berkeley Campus Statistics, Fall 1988, Office of Institutional Research

ISSUES AND CONCERNS

As a result of our investigation, we have identified key issues and problems that were articulated by students and staff. Although these issues were numerous and wide ranging, we have focused on those that were voiced by a wide cross section of the students, faculty, and staff with whom we spoke. In the following paragraphs we will outline what we believe are the major issues regarding the quality of Asian American student life. This will be followed by recommendations.

1. The Model Minority Image and Racial Stereotypes

In recent years, Asian Americans have increasingly come to be perceived as a "model minority." In the larger society, White Americans often characterize them as quiet, hardworking, and diligent; they also see Asian Americans as pursuing a path of upward advancement. Although native-born Asian Americans were initially identified as the model group, the remarkable socioeconomic and educational gains of recent Asian immigrants have qualified them for inclusion under the model minority banner.

A central feature of the model minority notion is the desire for educational achievement. Newsweek magazine referred to this educational quest as "the drive to excel." The prevailing notion about Asian American students is that they are highly qualified, extremely motivated, well adjusted, and faring well on campus. Unlike their Black and Chicano counterparts, Asian American students tend to be "invisible" because they are presumably doing well and blending in. They are not considered "underrepresented" nor are they perceived as having problems. This seems to be a paradoxical situation because they comprise such large portions of the student body on West Coast campuses.

While the model minority image may be accurate in some respects, there are problems with this notion. In 1980, the U.S. Commission on Civil Rights reported that Asian Americans have been victims of the "model minority thesis":

> The data and studies reviewed ... do not support the assertion that Asian Americans are uniformly successful. The stereotype of their success that has developed since the sixties does not convey an accurate portrayal of members of these groups.[1]

The Commission report further states that there are several reasons why Asian Americans have been the victim of the success imagery. First, it portrays a false homogeneity in the Asian American population by hiding its diversity in terms of socioeconomic status, ethnic background, and nativity. Second, the overemphasis on prosperous Asian Americans ignores the large number who live in poverty or suffer from discrimination. Third, the report's statistical analysis shows that when successful Asian Americans are compared in terms of education and occupation with their White American counterparts, Asian Americans are worse off.

Being defined as a model minority has certainly had an impact on the social welfare of Asian Americans. Policy makers tend to downplay societal problems facing Asian Americans. Hence, they are not targeted as a "special opportunity population" or defined as "underprivileged"; they are generally viewed as an "overrepresented" rather than an "underrepresented" minority.

The assumptions that "Asian Americans are well represented and doing well" have also had the effect of limiting opportunities for Asian American access to fields where they are currently underrepresented; they also restrict the development of programs that can serve the poor and recent immigrants who suffer cultural adjustment problems. These assumptions also appear in the testimonies and statements of many educational administrators.

Besides the misconceptions that the model minority myth creates for others, it also has an impact on Asian Americans themselves. Asian Americans often internalize the imagery of subordination. Because Asian Americans are "invisible" in management and supervisory positions, this situation creates the impression that they are unassertive, meek, timid, and unable to manage. By conforming to this prescription, many Asian Americans limit their human potential and fail to expand their personal horizons. We see this among Asian American students who routinely choose to study and seek careers in the technical and science fields rather than pursue their genuine interests in the social sciences, humanities, and the arts.

---

[1] United States Commission on Civil Rights, Success of Asian Americans: Fact or Fiction?, p. 17.

Are Asian American students faring well in their academic and extracurricular lives as the model minority notion suggests? Does the model minority imagery have an impact on the perceptions and experiences of Asian American students at Berkeley? The Subcommittee believes that the model minority image is a myth and that it does adversely affect Asian American students.

Almost without exception, Asian American students felt that they were stereotyped as being "engineers" or having a "sciency" character. As one student put it, "we are expected to be in engineering by our White classmates."

Because many Asian American students are clustered in demanding majors like engineering, they are also expected to excel and to spend all of their time at it. An administrative staff member mentioned that in the residence halls a commonly held belief among the general student population is that Asian American students are "brains." She added that this is definitely tied to the model minority stereotype. Although these images appear to be rather harmless and even positive, many students discussed the demeaning effects of the model minority imagery. A student who lived at the Clark Kerr Campus this past spring related an experience that illustrates this problem:

> ... a friend and I -- he was Asian -- were walking in Clark Kerr campus on a Friday night and several White kids came up to us and as they were passing they added the comment [regarding] 'why we weren't studying in Moffitt Library?' ...obviously I didn't know what they were talking about. But I think that reflects a general attitude of ... the campus ... about ... Asian students, ...that they all are work horses or book worms or such. ...I think personally what that has done for me, especially ... being in the College of Engineering ... where that is even more intensified and that kind of feeling is even more ______. ... what that has done is given me an ethnophobia about my own ethnicity. ... for a long time I felt I cannot be with Asians and I shouldn't relate with them, and that I was different in some way.

In addition, many students related that stereotypes limited their opportunities to be treated in a fair and impartial manner. More than one student mentioned how other non-Asian students viewed large numbers of Asian American students in a classroom as "inflating" the curve and making it harder for other students to compete.

Unfortunately, Asian American students do not feel that the university is concerned about how they are perceived. Although these matters may not be directly tied to their academic performance, the Subcommittee believes that the model minority notion is widely shared by the general student body and affects the Asian American students' quality of life.

Besides being viewed in model terms, Asian American students are concerned that they are perceived in monolithic terms. Their fellow students often fail to distinguish between Asian American and foreign students. Many students commented that they were perceived by their White peers as "foreigners," despite the fact that they were either native born or immigrants who had attended American schools since childhood and acculturated to American life. A native born Asian American male student's account provides a good example of this problem:

"I was at the International House and I met some Japanese international friends, who were also at the International House. We were walking up the hill on Bancroft and I was practicing my rudimentary Japanese and this guy started coming down from across the street and saying, 'Ching, Chang, Chong, why don't you guys go back where you came from.'" It's a familiar story.

In this respect, they are perceived not only as a monolithic race of students, but one that overpopulates the campus. For example, one female student stated, "...people will come up to you -- it's really scary sometimes, even though you're Asian -- and say, 'Oh my God, I can't believe all these Asian people on campus.' Come on, what am I? You know its really insensitive when people will do that because they think, 'Oh you're one of us,' or something ..."

Asian American students sometimes succumb to believing in these insidious stereotypes about themselves. A female sophomore in mechanical engineering stated, "It's little things, especially in Engineering, you hear people say, 'Oh I don't want to take that class there's so many Asian people in it. The curve is going to be too high.' It's really scary, you find yourself falling into the same thing too. And you start thinking like that..."

2. Campus Climate

The problem of stereotypes actually reflects a much larger problem in our campus climate. While most students reported that they had not encountered blatant acts of racism, they would agree that there is a definite anti-Asian climate on campus. Some students characterized it as being overtly racist while most emphasized its subtle and covert nature. The varying depictions of the racial climate seem related to differences in either direct or indirect personal experiences with racism.

In general, students reported few instances of racial violence. However, one student, who commented about his experience at Berkeley during an Alumni House focus group, stated that he was actually assaulted by four students. Comments from an administrative staff person suggested that this was not an isolated situation. She mentioned, for example, that as more Asian Americans participated in the Greek system, there were more altercations between Asian Americans and Whites.

Although students did not recount many instances of abuse and violence that were directed at them personally, both students and staff expressed concerns about the recent murder of two Asian women and the rape incident in the residential halls involving an Asian American woman. Several students mentioned the anti-Asian graffiti in restrooms throughout the campus. It was apparent that this form of anti-Asian sentiment was disturbing and demeaning.

The vast majority of the students mentioned the subtle forms of racism and racial insensitivity they encountered on campus. One female student recounted, "It is not overt. I try to avoid it if possible." She also talked about avoiding the "Greeks." "I don't go up there because I have to deal with 'repulsive energy.'" Her concerns focused not only on the Greeks: she felt that there was "a lot of hate" directed at Asian American students in general.

Such racial insensitivity also exists in the classroom. An Asian American student majoring in Legal Studies related the story about his teaching assistant:

> ...in terms of the academic setting, there was one experience I had -- I guess this would be more of a case of racial insensitivity rather than outright racist antagonism. But a teaching assistant ... it was a class on Law and Ethics. We were talking about euthanasia and she kinda made a smart ass comment, 'Oh, euthanasia, that's like summers in Berkeley. Tons of Asian students on campus and yes, welcome to Asia.' Me and this other Filipino guy in class, we were like moving around nervously while everyone else is laughing.

Campus Recruiters and Racial Insensitivity

We found that the problem of racial insensitivity was not restricted to the campus. The Director of Career Planning and Placement and one of his program coordinators informed the subcommittee about some recruiters who made racist comments. In one case, a recruiter who had interviewed a large number of Asian American students asked one of the staff, "Where are the Americans?" In essence, he was asking about "White" students. Clearly, this recruiter failed to recognize that the Asian American students were in fact "Americans," and thus, demonstrated the inability to distinguish between Asian foreign students and Asian Americans.

The entire Advisory Committee expressed deep concern about this particular issue because it reflected an insensitivity to Asian Americans in sectors of the professional labor market that draws employees from the University.

The Director of the Career Planning and Placement Center indicated the racially insensitive comments that he brought to our attention were very few in number and that actions were taken to inform the recruiters that their comments were racist.

The Director has also brought the issue to the attention of the Western College Placement Association with the intent that educational programs be implemented to educate recruiters who are ignorant about racial and cultural diversity in this society.

The Subcommittee feels strongly that this situation needs to be studied more thoroughly and that further steps should be implemented to ensure that Asian American students are not differentially treated in the recruitment process and that procedures be clearly defined.

3. Ethnic Identity Crisis

A direct consequence of racial stereotypes and a negative campus climate is the impact that it has on the personal and social development of Asian American students, especially their ethnic identity. Upon arriving at this university, many Asian Americans who grew up in "White middle-class suburbs" experienced a serious identity crisis. They were overwhelmed by the variety and large number of Asian American students at the Berkeley Campus.

One Asian American woman who thought about what was happening to her described this process as follows:

> ...I never really had to deal with being Asian until I got here. It was never an issue with me. I identified more with being a woman than being Asian. That was a bigger deal in terms of discrimination and stuff like that. And being here, my roommate, in the dorms, who's Black, and I think that's really changed me because race was such a big thing with her and suddenly I started thinking about it. For me coming to Cal has all of a sudden made me realize, 'Wow, there's something to this race thing, too.'

We found that the "race thing" was significant for these students because so many of them who were shocked to be among so many Asian Americans gradually established Asian American friends and got involved in Asian American student life. Some students reached the point where their friends were solely Asian American and asked whether they should broaden their circle of friends. One Asian American woman expressed it thus,

> I would say that most of my friends are Asians and sometimes I ask myself, 'What's happening? How come I don't have any other types of friends?' I heard the girl before me talk and I still have the same feeling. I used to go to a boarding school in Upstate New York and I was the only Chinese there. So, it was rather strange, and I just hope to see a mix between everyone on this campus.

Lack of Social Integration

These Asian American students do develop a mixed set of friends. What concerns us, however, is the difficulty so many of these Asian American students reported about maintaining a diverse set of friends. They feel that they are forced to choose between their Asian American and White friends.

What happens is that the two spheres of their social lives often fail to mesh. Asian Americans mentioned that their White friends do not understand their involvement with other Asian Americans and stereotype them as being "clannish" and "cliquish." That is, when they are part of an Asian

American group, their White friends do not view them as individuals. Furthermore, when they associate with their White friends, they feel that they must forsake their ethnicity in order to be accepted. On the other hand, Asian Americans who associate with White students fear being labelled "bananas" (yellow on the outside, White on the inside) by their Asian American peers.

What concerns the subcommittee is that Asian American students who developed a positive sense of ethnicity as a result of associating with their Asian American friends could not continue learning about their ethnicity without experiencing social tension and conflict. When these Asian American students encountered racism, racial stereotyping, and/or racial insensitivity for the first time, they felt rejected by their White peers and gravitated toward their Asian American peers. When they were with their Asian American friends, they often felt ambivalent about the lack of integration. The fact that Asian American peer groups are often very tight knit made it difficult for these students to interact freely between their two sets of friends. As one Asian American student from the suburbs put it, "It doesn't really seem that the university really allows you to be comfortable with yourself and to find your own little niche on campus."

Our concern is that "suburban" Asian American students experienced the greatest difficulties when they felt compelled to reject their ethnicity for the mainstream. Although we do not have answers to this dilemma at this point, we are vitally concerned because this problem is reflective of similar conflicts that Black and Hispanic students encounter.

4. Gender and Race

Students identified problems pertaining to the interaction of gender and race related issues. They expressed concerns about interracial dating, parental pressures, and stereotypes based on race/ethnicity and gender. More than one student commented about the racist and sexist attitudes directed against Asian American women both in actions and graffiti. Many students believe that the violence directed against Asian American women is of epidemic proportions - the Bibi Lee case, the rape of the Asian American woman in student housing, and the murder of two Asian women. All have occurred within the past three years. According to students, these incidents attest to the very serious problems involving race, sex, and violence that affect Asian American women.

Several students related how the model minority stereotype might have encouraged these incidents -- through an initial alienation between the parents and the child caused by the parents' pressure on the child to perform well academically, through the lack of action by the university because an incident was seen as non-racial, or how the seductive, submissive, and sexy "Suzy Wong" image of Asian American women internalized by the transgressors may have contributed to this violence. In addition, many inferences were made by Asian American men about the negative stereotypes directed against them by other students and by themselves. One of the consequences of the model minority imagery is the perception that Asian American men are seen by most Americans as being good in the sciences, but lacking management skills, assertiveness, "masculinity," and physical attractiveness.

5. SANSE

Perhaps one of the most pressing academic concerns voiced by Asian immigrant students was the quality of their educational experience in Subject A for Non-native Speakers of English (SANSE). All of the immigrant students who spoke to the Subcommittee about SANSE mentioned the insensitivity they encountered. Students commented that they felt that SANSE was designed to screen out Asian students, rather than teach them to write at the college level. This was conveyed in the attitude of the instructors. These students were very concerned about the instructors whom they felt viewed Asian immigrant students as "inferior." "Yeah, we have the sense [that] because we can't write well doesn't mean... I feel like I'm inferior. I don't feel good about it." Another student commented about her instructor, "You don't feel encouraged. Yeah. [group response] You just feel like you're not good at writing and you never will. I don't think that's a good thing because I used to love to write."

Students also commented about the fact that they were told at the beginning of the course that they would not pass, even though they had not submitted any of their assignments. They felt that they were being judged by their accents or stereotyped as poor writers because they were Asian American. Approximately 70% of the students who enroll in SANSE are Asian American students.

Besides their deep concerns about the insensitivity of their instructors, the most salient concern raised by these students pertained to the pedagogical approach of SANSE. A group of Asian immigrant students who had taken Subject A20 and Subject A30 were outraged about their instruction. One student stated,

> ...Writing assignments ... it was o.k., but the instruction; the way that she really didn't really make it clear what you're supposed to write and how to develop the point. Like, o.k., she's supposed to tell us, 'If you want to develop a point, you should give as many details as possible, and the relevant points.' She never mentioned that. You're not supposed to know how to develop a point unless you're taught...

A second student added, "I feel the course is very rigid and it doesn't ask for creativity. I wrote essays and all the tutors liked it but, there's no criteria. When we have midterms, they don't ask for anything. They just grade it, and we don't know what the grade is based on. It's just the grade. And, of course, I have a language problem but I don't know what the criteria is and I don't know when I'm studying for a midterm, 'What should I study?' They just gave me a grade..."

The subcommittee did not feel that it was qualified to address the pedagogical issues. We did, however, hear from the Coordinator of SANSE, who tried to respond to many of the charges raised against SANSE. While the presentation was informative, we did not feel comfortable evaluating the pedagogical soundness of the program. Still, we did get the definite impression that the SANSE program needs to rectify the hostile climate towards Asian immigrant students and to be more sensitive to the cultural differences of this particular student population that comprises 70% of their clientele.

Directly related to this issue is the question of faculty diversity in SANSE. There are no Asian American faculty who teach in this program. Also, there appears to be a definite need for faculty who have some understanding of the language problems experienced by Asian immigrant students. The Coordinator explained that it was difficult to recruit qualified instructors for teaching positions that were less than full time. The SANSE Coordinator added that there seemed to be few Asian American applicants who had specific training in the field of English as a Second Language. Regardless of the reasons offered, the Subcommittee felt that the SANSE faculty was lacking Asian American instructors and that a specific plan should be developed to address this problem.

Moreover, students should be made aware of the options available to them that satisfy the Subject A requirement. For example, they should be informed about alternative courses in the Asian American Studies Program.

Finally, we felt strongly that the SANSE program should be reviewed by a special committee comprised of experts in the field of second language acquisition and that the committee's report should be submitted to the appropriate academic senate committee.

6. Residential Student Life

Despite the large numbers of Asian American undergraduates on campus, there are very few campus programs that are geared towards this ethnic group. Based upon comments by several of our staff, we might surmise that Asian American students are integrated into campus life and thus, do not need special programs. According to the Coordinator of Student Life who is located in the Office of Student Activities and Services, Asian American students are highly represented in our honor societies such as Golden Key, which is about 50% Asian American. They are also involved in the University Religious Council.

In the residence halls, Asian American students constituted 26% of the residence assistants during Fall 1987. Another possible indicator of integration is their participation in the Greek system, historically a predominantly White student community. More Asian Americans have joined fraternities and sororities in recent years and they now comprise 7% of the Greek population.

In terms of student services utilization, Asian American students use the Student Learning Center (SLC), the Career Planning and Placement Center (CPPC), Counseling and Psychological Services, and the Office of Financial Aid (OFA). Unfortunately, there were no statistics available on Asian American use rates.

Despite their involvement in these various areas of campus life, it is premature to suggest that Asian American students are fully integrated into the campus mainstream. According to the commuter student survey conducted by the Office of Student Activities and Services, commuter students are much more likely to be minority, EOP, immigrant, and community college transfers. While the survey estimates that 49.4% are White students, 25.9% are Asian American students, the largest ethnic cluster among the minority student population.

According to our commuter student and staff informants, Asian American commuter students have a very difficult time developing a social life because they do not have opportunities to meet other students. Like other commuters, they also lack networks for sharing information that can help them academically. Although there was a commuter student program that helped to initiate a few services for all commuter students, at the present time, there are no efforts or programs to help these students become better integrated into campus life.

Residential Life Program

While we have a good representation of Asian American students in the residence hall staff, very few Asian Americans are part of the professional staff. Currently, Asian Americans constitute approximately 14% (40 out of 287) of the career staff in the Housing Office. Moreover, very little focus has been placed on possible Asian American student programs and needs. Whether there is a correlation between the absence of Asian American professional staff and programs sensitive to Asian American students is difficult to determine at this point.

We do know that the Residential Life Program staff is very aware of this disparity and making efforts to remedy the situation, especially the need to address the dramatic shift from White to ethnic students in the residence halls and their multicultural makeup. One observation from a professional staff person is that Asian American students who are involved in residential life programs very seldom pursue careers in this area of higher education. Asian Americans seeking residential life career positions tend to be an anomaly.

Greek System

Even though staff reports indicate that Asian American participation in the Greek system has increased in recent years, student testimony suggests that Asian American fraternity members still encounter problems that may deter others from rushing or pledging. The experiences of one Asian American fraternity member provides a good illustration of what is problematical.

During Fall rush, the rush chairman for his fraternity frequently sang, "I'm dreaming of a White pledge class," to the tune of White Christmas, even in the presence of his Asian American brothers. Although the lyric was intended to be humorous, according to this student, it symbolized to him the feeling of "White supremacy" that pervaded the system.

On another occasion, also during rush, another one of his brothers urged the members to recruit "blond haired, blue eyed studs." This also conveyed the message that some form of racial stratification existed. Aryan Whites were much more desirable to the house than others. If this were the case, the student reasoned, where did that leave Asian Americans? His impression was that the "top houses" pledged very few Asian Americans while the houses with lesser status tended to be much more diverse in their ethnic composition.

Although this account offers only one Asian American student's experience and should not be construed as representing all students in the system, it does tell us something about the racial climate facing Asian American students. Asian American students sense immediately whether or not they will be accepted or fit into the Greek system. And despite the fact that there is greater access to the fraternity system, it does not mean that they currently participate as full citizens.

7. Parental Pressure

For many students, parental expectations and pressure to excel academically were significant factors in their collegiate lives. These pressures and expectations were actually wide ranging: what major to declare, where to live, when to come home, and what level of academic achievement to attain were concerns imputed to parents. For example, students are directed into technical and science fields by their parents because it is perceived that these majors will translate into a lucrative job or professional school after graduation.

We found it difficult to determine why and how these pressures manifest themselves. In general, we know that higher education is valued highly among Asian Americans and that it is an important cultural trait. Furthermore, respect for parents and obedience to their authority are important facets of family life. These expectations may or may not be any different than those experienced by students of other ethnic groups. What is different, however, is the high degree of intensity with which Asian American students experience these expectations. Thus, an Asian American student's failure to achieve can result in shame and/or guilt. This is a tremendous burden to carry and can become pathological when a student cannot meet his family's expectations.

We are not completely sure how Asian American students deal with this stress. Asian American cultural patterns and values make the recognition of personal problems very difficult for Asian American students. Actually, having a personal problem runs counter to the Asian American cultural style which emphasizes harmony and the sacrifice of individuality for the sake of the group. Asian American culture also stresses certain behavioral traits: adults should be calm and in control of the situation.

Even if students make appointments for counseling, they tend not to seek help for personal problems, but rather seek assistance indirectly by discussing academic difficulties. Preliminary information from the Counseling Center indicated that Asian American students accounted for 22% of the first time individual appointments.

In any event, we feel that the parental issue is very important because so many students and staff people brought it to our attention. It is a major difficulty that needs to be recognized.

8. Counseling and Academic Advising

Because parental pressures on Asian American students are so great, the area of advising and counseling is of vital importance in helping Asian American students to adapt to the University environment and develop as mature young adults who are capable of making independent choices and assuming leadership roles that will benefit both their communities and the larger society. Counseling and Psychological Services (CPS) is an important source of support to Asian American students who use it primarily for academic counseling and vocational problems.

Academic Advising

As one student put it, Asian American students need accessibility to counseling that reflects cultural understanding. This problem even carries into the realm of academic advising. More than one student commented that there were few Asian American staff in the Counseling and Psychological Services to whom L&S advisers could refer students. There are only two Asian American advisers in L&S to handle their problems or concerns. They perceived many advising staff members whom they encountered as being "insensitive."

As a result, we found that Asian American students, rather than using counseling services, initially rely upon friends and family as a support network. One Asian American student explained what may be a typical pattern: " ...I recently went to a forum last night with immigrant Filipino students and they were discussing the need ... to fit in because they don't see that they fit in at all. They are ... fearful of going to these services. Because they can't relate, what they end up doing is looking among their own peers for help. Even within my own Filipino organization you often do that even for academic counseling. We look to ourselves first and then into the grapevine for [someone] we can trust. There has been experiences where a friend of mine would go up to the academic counseling and would meet with a counselor; she wasn't helped at all and I recommended her to another counselor who's Filipino; right off-the-bat [my friend] identified with [the counselor]; and she helped [my friend]. ...so maybe it's a thing where we do need Asians out there who we can relate to and have support groups."

This underscores the point that whether there are staff who can handle the problems of Asian American students, the perception and experiences of these students are such that they need access to advisers and counselors with whom they can relate, as well as non-Asian American staff who are sensitive to their needs. At the present time, we simply lack Asian American advisers.

Asian Staff Representation in Student Affairs Units

An informal survey by the Subcommittee revealed that the College of Letters and Science has two Asian American advisers out of 21; Career Planning and Placement has one Asian American Student Affairs Officer (SAO) of the 24 SAO's who work directly with students; the Office of Financial Aid has three SAO's and five Asian American Administrative Assistants that provide direct service to students out of a total of 49 professional service providers who are in career positions.

The psychological counselors in CPS are so back-logged that a student who wished to make an appointment to see an Asian American counselor would have to wait three weeks. If the student were experiencing a personal crisis, the wait would be a severe deterrent to a service which Asian American students tend to avoid for culturally valid reasons. Asian American students have learned to "cope" by keeping their problems to themselves. A CPS psychologist informed us that "this pattern is very dangerous because students may not realize their problem until they have symptoms or a breakdown."

Students have mentioned, however, that this is a problem for all students: how to find the right person to talk to, how to find good professors -- in many instances "good professors" meant people to whom they could relate and with whom they could discuss their problems, academic or otherwise. For this reason, many students have gravitated to or been referred to the Undergraduate Adviser and the faculty in Asian American Studies because the students feel that they are sensitive to their needs.

Judging from the comments from student services staff, student services has been designed for a traditional student population which was comprised of mostly White middle class students. Because Asian American and underrepresented minority students constituted a numerical minority with little voice in student service affairs, sponsored groups such as the fraternities and sororities seemed to receive the lion's share of campus support.

Immigrant Student Project

With the need for greater sensitivity to the problems related to underrepresented minority student life and retention, new programs were initiated by students, staff, and faculty who were concerned about improving the quality of life of these minority students. Since Asian American students were well represented and perceived to be a "model minority" (i.e. exempt from the problems of a minority status), the social needs of these students were neglected until the expanding Asian immigrant student population became an issue and the Immigrant Student Project was created in 1980.

As the needs and problems of immigrant and native born Asian Americans have started to dovetail, the strategy of approaching Asian American students, not as a monolithic group but as a diverse set of ethnic groups that share many common problems stemming from similar cultural and structural influences, programs that are ethnic specific are necessary. Such programs would help Asian American students participate fully in all realms of campus life.

9. Faculty and Staff Diversity: The Need for Role Models

A common refrain from students was the need for more Asian American faculty and staff, particularly at the senior administrative levels. Their concern had much to do with the need for role models with whom they can identify. A male Legal Studies major who was considering the prospect of graduate studies made a comment directed precisely at this issue: "Legal Studies is a bastion of White manhood. "I can't see myself as part of that graduate program." A female graduate student also spoke about the dearth of faculty to work with who were sensitive to Asian American issues. This was particularly troublesome because the only role models were White males.

The concern for greater faculty diversity parallels students' concern for more Asian American staff in positions of visibility. The need for greater receptivity and sensitivity to their concerns derives from a lack of Asian Americans in visible student service positions with whom they can identify. As one Student Affairs Officer put it, the "invisibility of Asian staff allows for insensitivity to Asian student problems."

Because of the dearth of Asian American faculty and staff, students must also turn to programs where they are available. A recent female graduate who found the University a very impersonal environment stated that the faculty and staff in the Department of Ethnic Studies were more approachable than other departments. This was particularly true for the Asian American Studies Program. We found that this program fulfills many roles in meeting students' academic, emotional, and psychological needs.

One student who took the Asian American Studies equivalent of Subject A after hearing disparaging remarks about regular Subject A remarked, "That's interesting because I'm a graduate student here but I was an undergraduate here also and I took Subject A in Asian American Studies... I had problems with language and writing; what was really good there was that the subject matter was about Asian Americans... It grabbed my attention... In Asian American Studies I felt the tutors were very sensitive. They were very encouraging. They didn't make you feel inferior, like, you have a problem... Anyway, I really enjoyed Asian American Studies Subject A and I also took my reading and composition courses there. That's when I started to enjoy writing; before, I didn't. I felt it was important and people encouraged me and believed in me..."

10. Graduate Student Life

Asian American graduate students expressed strong concern about graduate admissions and retention. To date, no definitive statistical analysis of the graduate admissions rates of Asian Americans at the Berkeley Campus has been completed. The Office of the Graduate Division has released preliminary versions of a graduate admissions report which are, to our knowledge, still incomplete. According to graduate students who testified before the Subcommittee, existing reports have serious omissions and rely upon faulty assumptions that require greater examination. Furthermore, these preliminary reports do not provide information on Asian American graduate student retention, a topic that has not been given the attention it deserves.

Recruitment and Admissions

While the Subcommittee was unable to address the issue of graduate admissions for Asian American students, we did feel that graduate students raised a number of important concerns regarding Asian American representation in certain graduate fields. Asian Americans tend to be underrepresented in the social sciences and the humanities. This is particularly striking given their numbers in these fields at the undergraduate level (see Table I, pp. 19).

We believe that future reports should focus on the status of Asian Americans in graduate school, particularly those policies regarding Asian American recruitment and admissions in the social sciences and humanities. Although Asian Americans may not necessarily be an underprivileged minority, they certainly are an underrepresented minority in the social sciences and the humanities.

Support and Retention

Besides admissions, Asian American graduate students also voiced concerns about graduate student support and retention. Although most Asian American graduate students have thought of their experience at Berkeley as rewarding and fulfilling, Asian American students in the social sciences and humanities feel that they are disenfranchised. They feel that they are not considered for minority fellowships despite the fact that Asian American graduate students and faculty tend to be underrepresented in these fields.

Fellowships/Scholarships

In this respect, Asian American graduate students reported that they find themselves in a "catch-22" situation: they are not considered for minority scholarships and fellowships because they are not defined as a minority group; at the same time, they may be passed over for the general scholarship or fellowship pool under the assumption that they will be supported by minority fellowship programs. These students indicated that they have been told directly by administrators, staff, and faculty that they were not considered for minority scholarships because they were Asian American and, therefore, not an underprivileged minority.

Staff in the Graduate Division who handle fellowships indicated that as of 1988-89, Asians are now considered for specific fellowships in academic areas where they are underrepresented. If there is less than 9% Asian American graduate student participation in a department, on the average, over a three year period, Asian American applicants to that department will be considered for selected minority fellowships.

As for general fellowships, Graduate Division staff indicated that applicants are selected by a faculty reviewer on purely a merit basis. This applies for all fields, the social sciences, humanities, and the natural and biological sciences.

We agree with many of the students who testified that clear and uniform guidelines for awarding fellowships for minority students should be made explicit so that Asian American graduate students and applicants are informed about fellowship opportunities.

It is unfortunate that these graduate students feel that they were denied scholarships because they were viewed in terms of the model minority imagery, rather than their qualifications and need. Apparently, previous procedures that existed when these graduate students applied for support were not effective. Although some corrective action has been taken recently that acknowledges Asian

American underrepresentation in certain graduate fields, a much more thorough review appears necessary regarding how underrepresentation is determined, how faculty are selected for reviewing fellowship applicants, and how fellowships are awarded.

Teaching Assistantships

Another source of financial support where students encountered problems is teaching assistantships. Asian American graduate students in the social sciences reported that some faculty routinely assumed that Asian American graduate students would be able to find teaching opportunities in Asian American Studies, and thus, limit the opportunity of Asian American graduate students in the social sciences from gaining valuable teaching experience in a broad cross section of disciplines/departments.

A further problem was the perception by some undergraduates that Asian American teaching assistants were either unqualified for teaching or "push-overs" on grading. While we are aware of the criticism leveled at foreign graduate student instructors who have difficulty with English, we are also concerned about the testimony by graduate students indicating that Asian foreign students feel harassed by undergraduates who believe that their non-English accent makes them less qualified to teach when, in fact, they are qualified.

We feel that this issue should be examined in greater depth. We would like to know whether this is due to differential treatment based upon race or the influence of stereotypes on the perceptions of undergraduates towards foreign Asian graduate student instructors.

Role Models

Perhaps the most difficult and vexing problem facing Asian American graduate students is the lack of role models and faculty who are supportive of their research interests. Within the University, less than six percent of the overall tenured faculty are Asian American. In such departments as History, Political Science, Sociology, and Economics, there is not one Asian American ladder-rank faculty member.

In the social sciences it is apparent that some Asian American graduate students found it difficult to work closely with some non-Asian American faculty. This lack of mentorship opportunities is most keenly felt: many report that they take a considerably longer time to develop a mentor relationship with faculty in contrast to other racial minority and White graduate students.

While we were not able to study the mentorship situation for Asian American graduate students, it is an important issue because mentors play a critical role in finding employment opportunities for their students. We believe that this issue should be investigated further.

Overall, the quality of life for Asian American graduate students is tied to the issue of faculty recruitment and affirmative action, particularly in the social sciences and the humanities. Although this subject is addressed more fully in the section on faculty, we need to emphasize the impact it has on graduate student life. Without faculty role models who can also serve as mentors, the pool of graduate students that will eventually augment an already limited pool of candidates for faculty positions will not be substantial. As students have indicated, they do not feel the same sense of belonging to their departments because there are no faculty with whom they can identify or to whom they can turn for social support and guidance. The obvious result is that these students will experience retention problems. The corollary problem will be the perpetuation of the notion that Asian Americans prefer the natural and biological sciences and engineering to the social sciences and humanities.

Also, the lack of Asian American faculty who teach undergraduates will undoubtedly serve to maintain another cycle where Asian American students choose not to pursue graduate studies in the social sciences and humanities. This will perpetuate the dearth of Asian American students who

aspire to work in the area of higher education, a definite paradox given the large number of
American students in the University who come from community traditions that value h
education.

11. Filipino Student Admissions and Retention

Several Filipino students and groups voiced concern that they were dropped from the early ou
and admissions component of the campus affirmative action program in the Fall of 1986. Acco
to University guidelines, Filipinos no longer need affirmative action because their admission
have reached and maintained "parity" since 1980. Parity is reached when the racial group's adm
rate equals the group's high school graduation rate from California public schools. The parit
for Filipinos is 2.2%.

At the beginning of this year the Academic Senate Committee on Admissions and Enrollment de
to begin setting the parity figure for Fall 1988 at a lower rate because Filipino students were
enrolled at rates three times higher than their high school graduate percentage. Thus, for Fall
5.3% of the freshman class were Filipinos.

In the meantime, Filipinos have been given limited protection as a "Complemental Admi
Group." Limited protection means that for the 1986-87 admissions cycle, Filipinos who we
selected in Tier 1 of the admissions pool were ranked according to their admission index scor
were admitted from the top down. Admissions targets were established that would ma
enrollments at the previous year's levels. As part of their provisional status, they are still inc
in retention programs provided by the Office of Financial Aid and the Student Learning Cente
recently, however, they were dropped from the housing program.

Despite the 5.3% admissions rate, Filipino students are concerned about the retention rates o
fellow students: In 1987, the five year graduation (41%) and retention (50%) rates for Filipino
clearly below the graduation and retention rates for Asian American and Caucasian students.

In response, Filipino students testified regarding the seriousness of the problem and the ne
corrective action. Groups such as Pilipino Academic Student Services voiced their deep co
about the lack of role models at the University with whom students could identify. In add
they urged the University to reinstate them in the protected housing program.

Besides seeking inclusion in campus retention programs, Filipino students asked the Univer
place more emphasis on the recruitment and advising of low-income and immigrant Filipino
inner-city areas through the campus' early outreach programs which include Upward Boun
Partnership. Other development programs they felt would benefit Filipino students would
Professional Development Program and the Minority Engineering Program.

A final concern that students raised was the low transfer rate of Filipino students from comm
colleges to the Berkeley campus. They felt it could be increased by improving the recruitin
advising at the community college level. One of the problems in understanding these issues
stems from the lack of detailed data on such things as community college transfer programs, tr
student retention, and general demographic information on Filipinos in the Bay Area. St
argued that the parity and affirmative action controversy is partly due to the lack of r
information.

If this kind of data were available, then we would be able to determine who from the F
community is applying to Berkeley, who is being admitted, and who is enrolling. We coul
determine the areas from which they come, their class background and citizenship status, and
matriculation from private or public high schools.

12. Academic Experience

For the most part, we found that Asian American undergraduate students felt positive about their academic experiences at Berkeley. They indicated that they were getting a good education and learning things, "inside and outside of class," that they would not have at other campuses.

Staff who work with Asian American students also stated that their students benefitted from their education at Berkeley. An undergraduate adviser who works closely with Asian American students stated, "Most students seem to be enjoying their academic experience at Cal. They feel they are learning their limits and how to face challenges. They learn to plan and schedule their lives." These comments seem to coincide with the fact that, as of Fall 1987, their five year retention and graduation rates are 75% and 68%, about the same as they are for White students.

Despite their positive experiences overall, the same students and staff raised a number of concerns that have been echoed by students in general. The students did not like the impersonal character of the campus. Almost all agreed that classes were too large, that students did not get enough individual time with their teaching assistants or professors, and that the intense competitiveness detracted from their education.

Moreover, several students felt that they had few opportunities to "get to know" their fellow students, particularly if they were commuters. A graduate student who was also an undergraduate at Berkeley put it in these terms, "Cal is not small enough, like the Ivies, to meet someone who shares something in common [with you]."

In very few instances did the Asian American students with whom we spoke indicate that ethnicity restricted their educational opportunities, except when it came to learning about themselves as Asian Americans. The majority of students indicated that there was very little opportunity to study about their ethnic experience. One woman could have been speaking for many of her peers when she stated that the curriculum here is much too "Eurocentric." She felt that Asian American Studies was the only place where she could take courses on Asian Americans.

Students who took courses in Asian American Studies indicated that they had benefitted greatly from that educational experience. One Asian American woman captured this sentiment in the following way:

> Not only do you learn history but you really get a sense of how important you are. That your roots are in America. You have just as much right to be here and that you shouldn't always be seen as a foreigner... So I have to say coming to Berkeley was the best choice I ever made. Getting into Asian Americans Studies 20A, I think, was a major turning point in my life because now I'm in Ethnic Studies [Ph.D. program].

SUMMARY COMMENTS

If the goal of the University is to enrich the experience of its students, then greater sensitivity to the issues facing Asian Americans is needed at all levels of campus activity. Faculty and administrative staff who acknowledge the diversity of experiences and special problems and issues facing Asian Americans will make student life more rewarding and fulfilling. In particular, the enactment of programs to promote greater ethnic and racial sensitivity between students, such as Ethnic Studies and Asian American Studies, and the placement of more Asian Americans in academic and administrative positions throughout the University, would say to Asian American students that they have the same opportunities as everyone else to participate as full citizens in the University.

RECOMMENDATIONS

1. The Chancellor should promote the development of programs that can help Asian American students become full participants on the campus. These programs should also include efforts to educate the larger campus about the dangers of the model minority imagery and related racial stereotypes.

A key step in this direction would be to establish a position of Faculty Assistant to the Chancellor on Asian American Affairs. The role of the faculty assistant should include the following:

a) Work with the senior administrative staff and appropriate academic senate committees to implement recommendations that have been initiated by the Chancellor's Advisory Committee on Asian American Affairs and continue to examine the issues that the Advisory Committee has recommended for further study.

b) Convene an advisory group that would serve as a working committee whose function would be to assist the Faculty Assistant in accomplishing his/her charge.

c) Coordinate activities with the Provost of Undergraduate Affairs on matters pertaining to retention.

d) Coordinate efforts with those faculty and administrative staff who are working to improve the status of racial minorities on campus.

2. The Chancellor should take the necessary steps to improve the campus climate for Asian American students. In keeping with the concerns and recommendations outlined by the Task Force on Black Student Persistence (March 1987), we feel that similar actions and/or programs need to be implemented immediately.

Thus, the Chancellor should implement a policy against racism that is publicized widely on campus. This should include the development of training sessions on racial tolerance and multi-cultural awareness for academic departments, all student service offices, and related programs that include CALSO, the residence halls, and the Greek system.

The policy should acknowledge that perpetrators of racial harassment in the classroom, in living groups, and on campus will be aggressively pursued and that appropriate action will be taken against those individuals by the Dean of Student Life.

Statements regarding unacceptable behavior at the University should be developed and distributed. Students should also be informed about racial grievance procedures that are available to them.

3. Existing programs that address the problems of racial violence and sexual harassment should devote attention to the unique problems confronting Asian American women and establish programs accordingly.

4. The Subject A for Non-native Speakers of English (SANSE) program must exercise greater sensitivity to the ethnic and cultural diversity reflected in its student constituency. An important facet of this effort is the need for SANSE to make ethnic diversification within its faculty a high priority. Furthermore, the campus should allocate the appropriate resources necessary to address the language acquisition needs of Asian immigrant students.

42

Although the subcommittee is not comfortable about evaluating the pedagogical methods of SANSE, it does take seriously the concerns and criticism raised by Asian American students. Thus, we recommend that a special committee of experts in the field of second language acquisition should be appointed to review the SANSE program and that their findings be submitted to the appropriate academic senate committee and administrative staff in the Chancellor's Office.

5. There may be very little the University can do to change the structure and dynamics of Asian American families that underlie the pressures and expectations that Asian American students experience. Yet, the University should develop a system of support on campus comprised of faculty and staff who help these students resolve these issues. The Asian American Studies Program already plays an important role in this regard, although it is not one of its explicit functions. The kind of support they provide should be extended throughout the University:

a) The Chancellor should provide resources to establish additional counseling/advising positions and networking programs to help Asian American students with parental pressures, selection of major, and the choice of eventual careers.

b) The campus should make an effort to educate Asian American students and parents at the high school level about the adverse effects resulting from parental pressures and expectations to excel academically. Existing student services such as the Office of Relations with Schools (ORS) should be involved, as well as the Asian alumni associations. For example, ORS could develop outreach and educational programs that are designed to educate high school counselors, as well as Asian American students and parents about the problems that stem from parental pressures and expectations.

6. The campus administration should make every effort to provide visible role models for Asian American students at the faculty and staff levels. This means that the campus administration needs to pursue a policy of diversifying its faculty in the social sciences, humanities, and the arts, and its administrative staff at the senior and management levels. In addition, Asian American teaching assistants should be sought as role models.

7. The Graduate Division should undertake a special scrutiny of all departments' admissions and retention rates. This information should be disseminated widely on campus and to the Asian American community. It should also employ affirmative action recruitment efforts to induce Asian American students to pursue alternative graduate opportunities, especially in the social sciences, humanities, and the arts.

8. The Subcommittee is concerned about the issues that have been raised by Filipino students regarding their affirmative action status and the need to improve their retention. We were, however, limited by information we have not been able to gather and the time needed to conduct a fuller study. Without detailed information, we did not feel that more specific recommendations could be made.

We do believe, however, that the Filipino student retention issue is another area that should be addressed by a Faculty Assistant to the Chancellor on Asian American Affairs, as well as the appropriate student service activities and programs that concern minority student recruitment and retention. Specific attention should be given to early and immediate outreach programs and housing services.

9. The Subcommittee supports the principle of an "American Cultures" requirement at the Berkeley campus.

STUDENT SUBCOMMITTEE MEMBERSHIP

Jerrold Takahashi, Chair

Margaret DiStasi

Glen M. Hatakeyama

Arthur M. Hopkin

Larry Hajime Shinagawa

F. Reina Tanguilig

FACULTY AND OTHER ACADEMIC STAFF

FACULTY AND OTHER ACADEMIC STAFF

Table of Contents

Page

Introduction 38

Data Collection 38

Ladder-Rank Faculty 38

Lecturers 46

Librarians 46

Surveys 47

Recommendations 55

Notes 57

Faculty Subcommittee Membership 58

V. FACULTY AND OTHER ACADEMIC STAFF

Faculty Subcommittee Report

INTRODUCTION

Despite their large and increasing numbers in the state's population and as students in California's colleges and universities, Asian Americans are not well represented within the upper administrative and the faculty ranks in higher education. The 1980 census data show that among the managerial ranks, Asian Americans comprise only 3.1% of 12,960 education managers and administrators versus 19.0% of 1,960 accountants, auditors, personnel, training, and labor relations specialists in management-related occupations. These data also indicate that in the ranks of postsecondary education teachers, Asians comprised only 3.4% of about sixty thousand teachers categorized by the census as faculty mostly in biological science, chemistry, physics, psychology, economics, history, political science, sociology, social science, engineering, mathematics, medical science, health specialties, business, agriculture and forestry, the arts, physical education, English, foreign languages, and law.

The Faculty Subcommittee approached its task with an awareness of the particular need for a diversified faculty. Our charge was drawn from the Chancellor's original charge to the Advisory Committee on Asian American Affairs. With respect to Asian American faculty, Chancellor Heyman asked the following questions:

> "What is Berkeley's record with respect to the recruitment, selection, and advancement of faculty of Asian descent? What factors affect Berkeley's ability to appoint and advance Asian faculty?"

The Subcommittee expanded its focus to encompass Asian American lecturers and librarians, in addition to faculty, and broadened its charge to include questions about extracurricular activities, campus/community relations, and faculty participation and involvement in administration.

DATA COLLECTION

Both primary and secondary data were collected. Primary data came from meetings with Asian American ladder-rank faculty on May 1 and May 11, 1988, and a meeting with Asian American librarians and lecturers on May 18, 1988. A questionnaire survey was conducted in June, 1988. Secondary data included computer runs from the Chancellor's Office of Budget and Planning; the 1986-89 Academic Affirmative Action Plan for Berkeley; a University of California study titled, The University of California in the Twenty-first Century: Successful Approaches to Faculty Diversity [1]; affirmative action plans from Stanford, Michigan, Wisconsin, Yale, and Columbia; and special tabulations from the 1980 census Public Use Microdata Sample.

LADDER-RANK FACULTY

As we began our analysis, we knew that faculty diversity is a problem that extends beyond this campus. It was important, thus, to look at Asian American faculty representation at Berkeley within a broad context that included other institutions and the University of California nine-campus system.

Asian American Ladder-Rank Faculty at Other Universities

In order to understand how Berkeley compares to other universities with respect to Asian American faculty representation, the Subcommittee requested the affirmative action plans of comparable institutions. Yale, Michigan, and Columbia had data for Asian faculty; Duke, Wisconsin, and Stanford showed no data for minority faculty by race. We also requested data from universities nearby: the University of California at San Francisco, the University of California at Santa Cruz, San Francisco State University, California State University at Hayward, and San Jose State University; only San Francisco State University provided faculty data by race and gender.[2]

Table 1

Asian American Faculty Representation in Selected Universities

	Asian Tenured Faculty			Asian Non-Tenured Faculty		
University	Men	Women	Total	Men	Women	Total
Berkeley (86-87)	no breakdown		69 (5.0%)	no breakdown		15 (8.2%)
Yale (87-88)	no breakdown		33 (3.4%)	no breakdown		32 (4.5%)
Michigan, Flint (87-88)	no breakdown		5 (5.7%)	no breakdown		1 (2.3%)
Michigan, Dearborn (87-88)	no breakdown		16 (12.7%)	no breakdown		3 (9.0%)
Michigan, Ann Arbor (87-88)	no breakdown		70 (4.5%)	no breakdown		38 (5.2%)
Columbia (87-88)	35 (5.8%)	6 (1.0%)	41 (6.8%)	19 (7.0%)	4 (1.5%)	23 (8.5%)
S.F. State University (85-86)	28 (3.8%)	8 (1.1%)	36 (4.9%)	15 (4.8%)	7 (2.3%)	22 (7.1%)

Source: Affirmative action plans for Berkeley, Yale, Michigan, Columbia, and San Francisco State. See notes for detailed reference.

Our data for Asian American faculty representation in the universities in shown in Table 1. With the exception of the University of Michigan at Dearborn, Asians comprise about the same percentage at Yale, Columbia, the Flint and Ann Arbor campuses of Michigan: about three to six percent in the tenured ranks. The range is four to eight percent in the nontenured ranks. The pattern of underrepresentation most likely results from what we found from the affirmative action plans of the universities: the policy of defining the availability pool based solely on a nation-wide pool of Ph.D. recipients. Such a policy maintains the status quo and leads to little progress in addressing underrepresentation. Berkeley has the same policy.

Asian American Ladder-Rank Faculty in the Nine-Campus University of California System

A study of minority and women faculty in the University of California system was released last fall.[3] (This study hereinafter is referred to as the Justus Report.) The Justus report recommends strategies for improving the University's recruitment and retention of women and minority faculty:

> "Statistically, despite problems in comparing institutions, the University of California is doing well or better than its comparison institutions in terms of the representation of minority faculty at all faculty ranks, as UC has the highest overall proportion of underrepresented minority faculty of any of these institutions."[4]

In the study, the University of California is compared with the following institutions: Columbia, Duke, Harvard, Illinois, Maryland, Michigan, MIT, North Carolina, North Carolina State, Stanford, SUNY Buffalo, Texas, Wisconsin, and Yale. The representation of minority and women faculty is shown in Table 2 of the report, here also included as Table 2. The table shows that, in the ranks of tenured professors which comprise about two-thirds of the ladder-rank faculty in the universities, minority men range from a low of 3.5 percent for institution E to a high of 8.9 percent for the University of California. (The report uses letter codes to protect the identity of the institutions in presentations of the data.) Minority women range from a low of 0.3 percent to a high of 1.4 percent. Minority women at the University of California comprise only 1.1 percent of these ranks. However, since the comparison institutions themselves are struggling to include more minorities and women in their faculty, it's questionable whether the comparison tells us anything of significance. It would appear that it really says little more than the University of California compares somewhat favorably to other institutions who themselves may not be doing very well.

The tenured ranks in the University of California system consist of 81.1% white men, 9.0% white women, 8.8% minority men,[5] and 1.1% minority women--indicative of the underrepresentation of minority and women faculty. Asian American faculty at the University of California comprise only 5.5% of the tenured ranks, or fourth behind institution A with 6.1%, D with 5.8%, and H with 5.6%. The rest had fewer Asian American faculty.

In the non-tenured ranks of assistant professors, the University of California has 11.7% minority men, falling between a low of 6.2% to a high of 18.1% among the comparison institutions and 4.5% minority women compared with a low of 1.5% to a high of 4.8%. Asians Americans are 8.3% at the University of California versus a low of 4.9% and a high of 16.7% among the other institutions. Thus in the non-tenured ranks, the University of California has 16% minority men and women, the remainder being 60% white men and 24% white women.[6] This suggests that the improvement has been more for white female faculty.

The Justus report calls to task the University of California and the other institutions:

> "Perhaps the most important aspect of such (institutional) comparisons, however, is to demonstrate the scale of the problem nation-wide, to indicate how much work remains to be done by the academy at large. ...The comparisons suggest, as well, that if the University of California is to meet the challenge of diversifying its faculty in the twenty-first century, it must make extraordinary efforts in the next two decades, due to both the slow rate of progress being made by all institutions, and to UC's need to maintain a competitive edge."

Table 2

Asian American Faculty Representation
University of California System and Comparable Institutions
Ladder-Rank Faculty

(From Joyce Justus et al., The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity, 1987)

NON-TENURED ON TRACK FACULTY (ASSISTANTS ONLY)

Code	Total% Undrrep	Total %Min.	%Min. Men	%Min. Women	% Black	% Hispan	% Asian	%Amer. Indian
UC	7.9	16.2	11.7	4.5	2.6	5.0	8.3	0.3
B	7.0	14.0	9.4	4.5	5.9	0.7	7.0	0.3
L	6.5	14.0	9.2	4.8	4.8	1.5	7.5	0.2
C	6.3	12.6	8.4	4.2	5.1	1.3	6.3	0.0
G	5.9	10.8	8.1	2.7	3.2	2.7	4.9	0.0
J	5.8	12.3	10.1	2.2	2.9	2.2	6.5	0.7
H	5.6	22.2	18.1	4.2	4.2	1.4	16.7	0.0
E	5.5	10.7	7.0	3.7	4.9	0.6	5.2	0.0
K	5.0	11.1	8.6	2.5	1.9	3.0	6.1	0.0
A	4.0	14.1	NA	NA	3.0	1.0	10.1	0.0
I	2.9	9.8	6.8	2.9	2.0	0.9	6.8	0.0
D	2.6	11.4	9.8	1.5	1.3	1.3	8.7	0.0
F	2.2	7.1	6.2	0.9	1.1	0.9	4.9	0.2

TENURED FACULTY (FULL & ASSOCIATES)

Code	Total% Undrrep	Total %Min.	%Min. Men	%Min. Women	% Black	% Hispan	% Asian	%Amer. Indian
UC	4.4	9.9	8.9	1.1	1.7	2.5	5.5	0.3
B	4.1	8.4	7.0	1.4	2.5	1.3	4.3	0.3
K	3.8	5.8	5.0	0.8	1.0	2.4	2.0	0.4
L	3.3	8.5	7.1	1.4	1.8	1.4	5.2	0.2
C	3.1	7.4	6.4	1.0	2.3	0.6	4.3	0.3
I	3.0	6.3	5.7	0.6	2.0	1.0	3.3	0.0
J	2.5	5.9	5.6	0.3	1.7	0.8	3.4	0.0
H	2.5	8.1	7.8	0.3	1.7	0.7	5.6	0.1
D	2.4	8.2	7.3	0.9	1.2	0.9	5.8	0.2
F	2.3	5.5	4.8	0.8	1.2	1.0	3.2	0.1
G	2.2	5.0	5.0	0.0	1.8	0.5	2.7	0.0
E	2.1	3.7	3.5	0.3	1.2	0.9	1.7	0.0
A	2.0	8.1	NA	NA	1.1	0.9	6.1	0.0

Source: 1986 EEO-6 Reports

Note: UC refers to the University of California system.

While data are included for Asian Americans, the report does not speak to the issue of their underrepresentation. Specific recommendations are made for black and Hispanic faculty, but none for Asian American faculty. For example, on the crucial issue of increasing the pool of potential candidates:

> "Minorities tend to be concentrated at certain kinds of institutions -- generally in two- and four-year colleges, with more blacks at historically black institutions (HBCU's) in the South, and more Hispanics at Catholic and small state universities in the Southwest."

A similar case can be made for the pool of Asian Americans from West Coast colleges and universities. In addition, there is a pool of permanent resident Asians who immigrated to the United States under preference quotas 3 and 6 of the 1965 Amendments to the Immigration Act which has encouraged the immigration of college-educated, experienced, and skilled professionals in the last two decades.

Asian American Ladder-Rank Faculty at Berkeley

The Academic Affirmative Action Plan for Berkeley for the 1986-1989 period uses October 31, 1985 data that show Asian American faculty numbering only 81, or 5.1% of 1,587 ladder-rank faculty.[7] The Plan divides the faculty into ten organizational units consisting of colleges and divisions of the College of Letters and Science. Asian Americans comprise:

- 33.3% or 4 out of 12 faculty in the Department of Ethnic Studies;
- 11.6% or 25 out of 215 faculty in the College of Engineering;
- 7.3% or 13 out of 177 faculty in the Physical Sciences Division of Letters and Science;
- 4.5% or 6 out of 132 faculty in the College of Natural Resources;
- 4.0% or 5 out of 125 faculty in the Biological Sciences Division of Letters and Science;
- 3.9% or 3 out of 77 faculty in the College of Chemistry;
- 3.5% or 9 out of 259 faculty in the Professional Schools;
- 3.3% or 9 out of 273 faculty in the Humanities Division of Letters and Science; and
- 2.9% or 2 out of 69 faculty in the College of Environmental Design;
- 2.0% or 5 out of 248 faculty in the Social Sciences Division of Letters and Science.

Asian Americans are underrepresented in all but three (Ethnic Studies, Engineering and the Physical Sciences) of the ten organizational units. Nearly one-half of Asian American faculty are concentrated in Engineering and the Physical Sciences; only 43 Asian Americans, or 3.6% of the 1,195 ladder-rank faculty are in the remaining eight organizational units.

The Ethnic and Gender Distribution of the Asian American Faculty at Berkeley

Among the eighty-one Asian American ladder-rank faculty members at Berkeley, 51 percent (40) are Chinese Americans; 21 percent (17) are East Indians; 21 percent (17) are Japanese Americans; 2 percent (2) are Filipinos; 2 percent (2) are Koreans; and the remaining 3 percent (3) are other Asians

-- showing a clear need also for affirmative action for Filipino, Korean, and other Asian American faculty. Nine Asian American women comprise less than one percent of the faculty.[8]

The Berkeley Academic Affirmative Action Plan

In the simplest terms, the Affirmative Action Plan compares the current employment or "utilization" of minorities and women to their "availability." When the analysis reveals utilization to be less than availability, it establishes goals and timetables to address the underutilization.

Underutilization criteria are set according to federal regulations. Revised Order No. 4, which together with Executive Order 11246 and 11375, and Title VII of the Civil Rights Act of 1964 comprise the major statutory requirements for contract compliance by the University as a federal contractor. Revised Order No. 4 requires that eight factors be considered in assessing underutilization. The subcommittee analyzed how the interpretation of these eight factors impact Asian Americans.

Factors 1 to 4: The first four factors require consideration of the minority population, minority unemployment force, minority workforce, and minority workforce with requisite skills in the immediate labor area. For the University of California at Berkeley, the immediate labor area is the larger Bay Area where Asian Americans comprise about ten percent of the population, a percentage about twice that for Asian faculty on the campus. However, to this issue, the Academic Affirmative Action Plan responds as follows:

> "These factors pertain to the immediate labor area. They are not relevant to the evaluation of patterns of academic employment because Berkeley's academic employees are usually recruited nationally, and from a subset of persons having specified academic training, usually exemplified by graduate degrees."[9]

Factor 5: Factor 5 of the Order refers to "the availability of minorities having requisite skills in an area in which the contractor can reasonably recruit." To this the Academic Affirmative Action Plan responds by basing faculty availability on "nation-wide data respecting Ph.D. recipients." Figure 1, however, shows that about three-fourths of the ladder-rank faculty at Berkeley receive their degrees from a very select set of public and private institutions. In fact, the pool from which Berkeley recruits its faculty is not a national pool as is implied in the Affirmative Action Plan; it is much smaller. Nearly one-half come from only five universities: Berkeley, Harvard, Stanford, MIT, and Columbia. About a quarter come from universities such as Yale, Chicago, Princeton, Michigan, Wisconsin, UCLA, Cal Tech, Cornell, Illinois, Minnesota, Pennsylvania, Johns Hopkins, Cambridge, London, and Oxford. Only the remaining one-fourth came from other institutions.

The Justus report recommends that the University of California system expand its availability pool by recognizing that many black Ph.D.'s receive their degrees from historically black colleges and universities in the South. Chicanos and Latinos are more likely to receive their graduate degrees from colleges and universities in the Southwest. Similarly Asian Americans are more likely to earn their doctorates from institutions on the west coast.

Also, significantly, the availability pool for administrators such as Vice Chancellors and Provosts are based on "data respecting incumbent tenure faculty at Berkeley, which comprise the source of nearly all appointments to the job group." This helps explain Asian American underrepresentation in the administration. Underrepresentation in the faculty leads to underrepresentation in the administration.

Factor 6: Factor 6 is "the availability of promotable and transferable minorities within the contractor's organization." To this, the plan refers to a "Faculty Renewal Model" which, however, contributes nothing to the pool.

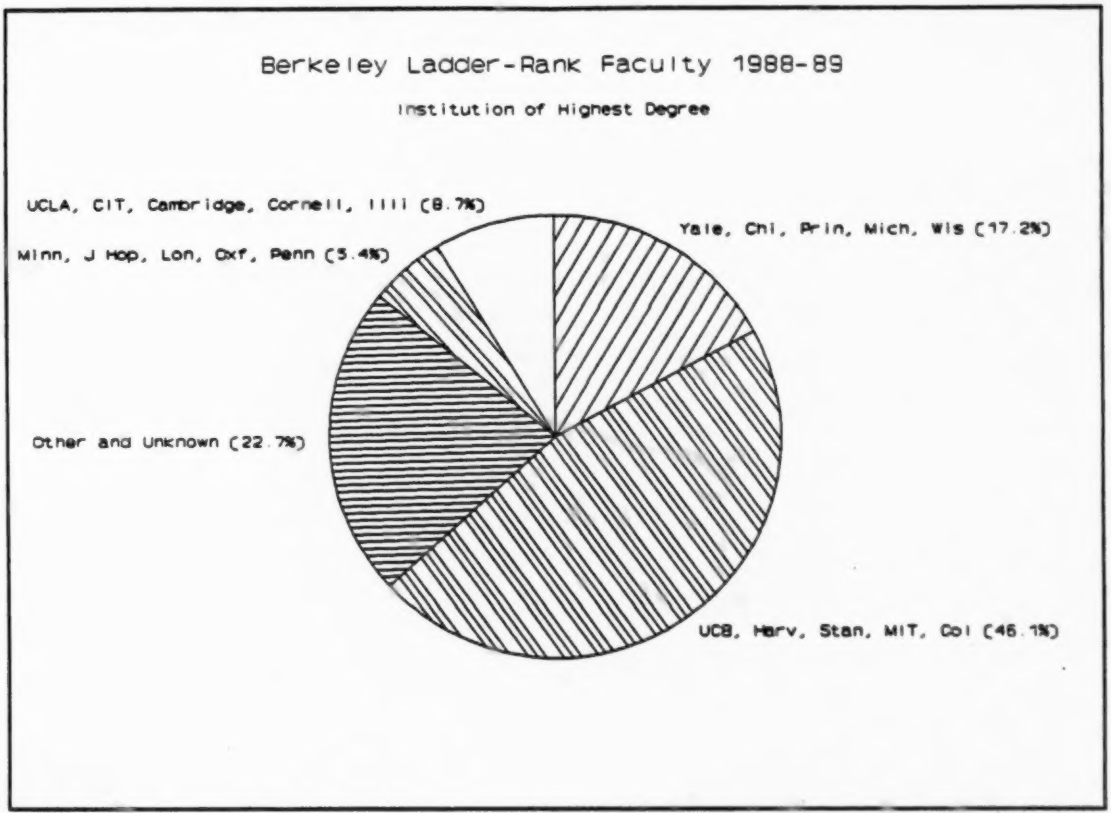

Figure 1

Distribution of institutions from which highest degree was received by 1,626 ladder-rank faculty of the University of California at Berkeley. (From the Office of Budget and Planning, Chancellor's Office.)

[Key: UCLA is the University of California, Los Angeles. CIT is the California Institute of Technology (Cal Tech). Cambridge is the University of Cambridge. Cornell is Cornell University. Illi is the University of Illinois, Urbana. Minn is the University of Minnesota, Minneapolis. J Hop is Johns Hopkins University. Lon is the University of London. Oxf is the University of Oxford. Penn is the University of Pennsylvania. Yale is Yale University. Chi is the University of Chicago. Prin is Princeton University. Mich is the University of Michigan, Ann Arbor. Wis is the University of Wisconsin, Madison. UCB is the University of California, Berkeley. Harv is Harvard University. Stan is Stanford University. MIT is the Massachusetts Institute of Technology. Col is Columbia University.]

Factors 7 and 8: And finally, Factors 7 and 8, respectively, require the consideration of "the existence of training institutions capable of training minorities in the requisite skills" and "the degree of training which the contractor is reasonably able to undertake as a means of making all job classes available to minorities." The Plan's response ignores the University's extensive involvement research and graduate instruction:

> "Consideration of training institutions and the possibility of undertaking training to make job classifications available to minorities is not appropriate for analysis of Berkeley's acade appointments, given the specific academic degrees required for academic positions."[10]

Similarly the Plan ignores other graduate training institutions in the area, such as Stanford Univers and the University of California campuses at San Francisco, Davis, and Santa Cruz.

As a consequence, Asian American faculty underrepresentation is not addressed by the Berke Academic Affirmative Action Plan. Goals are tied to availability; when there are few Asians i particular field, their availability is low and goals are not likely to be set. This maintains the sta quo and only perpetuates any existing problems of underrepresentation.

To illustrate, while Asian Americans are underrepresented in seven of the campus' ten organizatio units, only Engineering is given an actual appointment goal by the Affirmative Action Plan increase the number of Asian faculty. None of the remaining nine units have such goals for As faculty.[11] This makes little sense since Asians already comprise 11.6% of the faculty in Engineeri their highest representation on the campus. But this is the result of a plan that relies exclusively Factor 5 to define the availability pool for faculty.

The same factors in Revised Order No. 4 apply to the underutilization analysis for women, and these, the Plan responds in the same way as it does to minorities. Thus, the University seems to saying:

> We recruit mostly nation-wide (even though our actual pool is much smaller); we only lo to those who already have Ph.D.s, (when the underrepresentation of minorities and wom in Ph.D. programs is in itself a problem); we select administrators exclusively from t existing tenured ranks of faculty, (thus exacerbating the absence of minorities and wom in these ranks); and we accept no responsibility for training minorities and women.

The approach of the Plan helps to explain the continuing slow rate of progress in meeting "t challenge of diversifying its faculty in the twenty-first century," as quoted earlier from the Jus report. The problem with the Plan starts with policy. On page 1, the Plan states:[12]

> "Berkeley is the oldest and most mature campus in the University of California system, a holds the leading position among the top academic research institutions in the United Sta ...For large numbers of California citizens, Berkeley represents a summit of educatio aspirations. Particular emphasis is being placed on increasing the numbers of underrepresent minorities and women at Berkeley so they may have equal access to positions of prestige a leadership."

But the Plan then tends to shy away from this objective when it continues:

> "(But) while Berkeley's attractiveness for students, staff and faculty has many sources, i ultimately related to the intellectual standards that Berkeley sets and the educatio opportunities it offers. As the preeminent public research university, Berkeley has a prima responsibility to extend its resources to the most talented students and faculty wherever th may be without regard to race or gender."

This declares that the underrepresentation of minorities and women in the faculty ranks, and affirmative action program to correct such underrepresentation, will not be allowed to interfere w the pursuit of "intellectual standards" which Berkeley sees as its "primary responsibility." T underlying assumption seems to be excellence above all else. Diversity is clearly secondary. T runs counter to the campus' stated objective of excellence and diversity.

LECTURERS

The Academic Affirmative Action Plan shows 225 lecturers employed at Berkeley, 19 categorized as "Lecturers with Security of Employment", and the remaining 206 categorized as "Other Lecturers." As of October 31, 1986, all 19 in the former class are non-minority. Among the latter:

189, or 91.7% are non-minority;
12, or 5.9% are Asian American;
2, or 1.0% are Black;
2, or 1.0% are Hispanic; and
1, or 0.5% are American Indian.

Also, women comprise 42.1% of those with security of employment, and 38.3% among the other lecturers. While minorities comprise only 8% in the lecturer ranks, there are no goals and timetables set for them in the affirmative action plan. The Plan states on page 26:

> "The utilization analysis for Lecturers and Senior Lecturers is currently being prepared."

It is important to note that five of the 12 Asian American lecturers are employed in the Asian American Studies Program. Thus, when Asian American Studies is excluded, this leaves the rest of the campus with only 7 out of 220, or 3.2% Asian American lecturers. It is evident that the Plan should consider setting goals and timetables for Asian American lecturers as well.

LIBRARIANS

The Academic Affirmative Action Plan shows the following race and gender composition for the total of 153 librarians on the campus (as of October 31, 1986):

89, or 58.2% non-minority women;
48, or 31.4% non-minority men;
8, or 5.2% Asian American men;
6, or 3.9% Asian American women;
2, or 1.3% Hispanic women;
no Hispanic men;
no Black women;
no Black men;
no American Indian women; and
no American Indian men.

Thus 89.6% of the librarians are non-minority. Given the above work force distribution for librarians, the Affirmative Action Plan sets the following goals for the next 6 years: 24 more women librarians, 4 blacks, one Hispanic, no Asians, and no American Indians. The goals are based on the following:

> "The major job group of Librarians includes the career and potential-career Librarians who staff Berkeley's system of libraries. Availability proportions are based on the distribution of females and minorities among the nationwide holders of the degree of Master of Library Science." [13]

The Plan uses the same approach to the availability pool for librarians as it does for tenure-track faculty: an existing nationwide pool of Ph.D.s for faculty, and an existing nationwide pool of Masters degree recipients for librarians. Consideration should be given, for example, to the local metropolitan area pool of Master of Library Science degree recipients, including those from Berkeley itself. For the three year period ending the 1986-1987 academic year, there were 255 recipients of the Master's degree in Library and Information Studies from Berkeley: 4.9% Asian, 3.5% Hispanic, 0.8% black, 0.4% American Indian, 84.3% white, and 6.1% foreign-student or others. These figures suggest that higher goals for hiring minority librarians, including Asian American librarians, would be appropriate.

SURVEYS

Self-report questionnaires were employed by the Subcommittee in order to obtain the views of Asian American ladder-rank faculty, lecturers and librarians on the issues under review. Questionnaires were mailed to 87 Asian American ladder-rank faculty and to 26 Asian American lecturers and librarians. We received 17 faculty and 6 lecturer and librarian responses. The questionnaires included open-ended questions (seven questions for ladder-rank faculty and six for lecturers and librarians) dealing with a variety of topics. These questions are presented below. The excerpted responses under each question often represent comments from several different individuals.

Asian American Ladder-Rank Faculty

Question 1. What factors, if any, inhibit the appointment of Asian Americans into the tenure-track faculty ranks at UC Berkeley?

Responses fell into three categories: a. there are no such factors or knowledge of such factors, b. "supply side" factors or factors due to Asians themselves, and c. "demand side" or structural institutional factors.

> a. There are no such factors or knowledge of such factors:
>
> "None that I'm aware of. ... I don't have any first-hand knowledge here. Appointments seem to be okay in sciences and engineering... None in Electrical Engineering."
>
> b. "Supply-side" factors:
>
> "There is a relatively small pool of candidates. ... In the social sciences and humanities, a lack of a suitable pool of candidates. Communication skills. ... None, to my knowledge, for U.S. educated Asian Americans. (For foreign educated Asians, poor teaching skills often hurt.) ... There are plenty of Asian Americans in the science departments. In the other departments, one first has to make sure there is an adequate supply of Asian Americans. Other than encouraging Asian American students to go into these areas, I don't know what can be done."
>
> c. "Demand-side" factors:
>
> "The factors vary from department to department. Mostly racial. It is not bad in science and engineering. In the social sciences, and especially in Oriental Languages, where there is a fear of Asian appointments because the present faculty are largely white who feel that Asians have greater advantages in the field because of their backgrounds, there is an obvious effort not to appoint Asians. Indeed, that is done in detriment to the department. ... Prejudice. ... Traditional attitudes in the faculty: general conservatism cutting across ideological lines!"
>
> "Failure of the departments (in the social sciences and humanities) to recognize the importance of diversity and non-traditional approaches to areas of research (particularly in the area of fine arts, architecture, etc.)."

Question 2. In particular, how can the relative absence in the humanities and social sciences of Asian American faculty be alleviated?

Responses by the Asian American faculty generally suggested increasing the availability pool by having departments pursue programs to attract Asian American graduate students, such as special recruitment, fellowships, and graduate student affirmative action. To increase the representation of Asian faculty in departments in the humanities and social sciences, the faculty also suggested the use of Target of Opportunity Program (TOP) appointments. The TOP program provides a means to assist departments to make appointments of minority faculty when exceptional opportunities occur outside the regular appointment process. This is accomplished by waiving formal search requirements to permit an immediate and quick review of such cases. Under extraordinary circumstances a "free" FTE from the TOP pool may be allocated to a department to complete a TOP appointment.

> "Use affirmative action. ... Target of Opportunity appointments are needed... By reexamining the faculty recruitment policy of these departments and to institute greater flexibility toward Asian American representation. ... More Asian language and literature courses. ... An American Cultures requirement may help. ... Careful and serious search and sincere receptivity... In Oriental Languages and the Ethnic Studies departments, clearly the small number of Asian Americans is unforgivable. The administration simply must try harder. ... Raise funds to provide endowed chairs."

> "Attract outstanding candidates from the small available pool. Increase enrollment of Asian American graduate students. Introduce programs to get undergraduate students interested in these programs. ... Special fellowship programs. ... Recruitment of students to enter these fields should be emphasized. ... Encourage the humanities and social science departments to admit more Asian American graduate students and consider them as part of underrepresented minority groups so they can receive scholarships for minority students."

> "Increasing the pool size of applicants by encouraging our young people to go into these fields. ... Perhaps by encouraging our youth to be more open about these areas, rather than sticking to traditionally more secure fields in the sciences. ... By encouraging Asian American graduate students into these departments in order to increase the 'availability pool.'"

Question 3. What barriers, if any, do Asian American faculty tend to encounter: in merit increases? in promotion to tenure? in participating in campus administration?

a. Barriers to merit increases and promotion to tenure:

> "Many Asian American academics do not have old-boy networks even if they have been educated in the U.S. The old-boy networks are the mechanism through which glowing, often inflationary, letters of recommendation are generated. ... I don't know the details, but the mentality of the leaders of the departments may be the main obstruction. ... There is subtle discrimination."

On the other hand, some Asian faculty perceive no barriers to merit increases and promotion, or tend to blame themselves:

> "None that I can see. ... I do not detect any."

> "Asian American faculty members tend to be polite and less aggressive in dealing with people. They do not usually argue with administrators and do not take active roles in publicizing complaints. This constitutes one important factor in some of the less favorable treatment that they receive. ... Asian Americans tend to have cultural and language barriers. The lack of social interaction and informal communication reduce the opportunity to be appreciated

by white male faculty. Moreover, we are not informed of the formal procedures for promotion; as a consequence, we might be at the lower end of the salary scale. ... (Lack of) communication skills and of participation in campus activities and committees."

b. Barriers to participation in campus administration:

"Clearly there are very few Asian Americans in the upper level of administration. Is this because of prejudice, or is it because of the lack of effort on the part of Asian Americans? ... The barriers are created by the impression that Asian American faculty do not care about administration. What we need to do is to assert our interest and provide some time for administrative activities... I think the problem here is no different than with other non-Asian faculty -- mainly, those who should be in positions to make decisions don't want to, and those who want to, aren't the best suited... They are not interested in (administration). Besides, participation in administration will not achieve anything. Administration is a graveyard for burnouts. ... Committee members are recommended by administrators or existing committee members. Asian Americans do not automatically come to the mind of these people, because they don't know Asians. They may be concerned that the Asians have language problems, cannot prepare reports, etc. Many of these concerns may be genuine. However, if we do not serve on the committees, we will never understand the campus administration or system. No one will explain the system to us informally."

"The campus leadership should go out of its way to encourage Asian Americans to participate in campus administration... Lack of sensitivity by the administration to the need of Asian American students, faculty, and staff on campus... I think Asians are as good or as bad administrators as any other racial group. But they (first) have to be appointed, and that's where discrimination starts... Especially strong traditionalism here -- needs serious change... I am not sure. Perhaps Asians (including myself) do not make enough noise or hang out at the Faculty Club enough. Perhaps attending sports events and church can help one be seen as a 'Good Old Boy.'"

Question 4. In your opinion, what issue(s) should be addressed as regards Asian American faculty by the Affirmative Action Plan of the University?

"I am, in principle, opposed to affirmative action as is being practiced. As long as some group of people are protected by affirmative action, they are bound to stay second class. Removing affirmative action is the best way to achieve the goal."

However, most proposed the inclusion of Asian Americans in affirmative action for administrative positions and for faculty, particularly in the social sciences and humanities.

"Treat Asians as minority applicants. ... Asian Americans should first be considered a minority until a study for that discipline indicates otherwise. Only then should they be removed from affirmative action for that discipline. ... Underrepresentation of Asian American faculty in the social sciences and humanities, and especially Asian studies. We should look into past recruiting efforts for Asian Americans and their qualifications in these fields. ... The administration should appoint Asian Americans to key administrative positions, especially those concerning undergraduate affairs and admission. In view of Asian Americans being 27 percent of the student undergraduate population while less than one percent is in key administrative positions, the campus has much to improve. ... Increase representation in faculty and administration. ... More recruitment for the social sciences. More careful promotion-related treatment. Greater access and recruitment for top administrative levels. ... See to it that fair judgment is used in those underrepresented departments such as Oriental Languages and History in the appointment of tenure track professors. And advocate the appointment of Asian faculty for administrative positions. ... Make sure that at least in the obvious area of Oriental Languages, there is a fair representation of Asian American scholars."

Question 5. What role can Asian American faculty play in improving the campus academic and social atmosphere, if such is necessary, for Asian American and other students on the campus?

"Present an image of cohesiveness and oneness as a group, perhaps by forming a loose organization which the University administration or student groups can contact regarding issues of concern to Asian Americans. ... Form a union of some sort. More communication. ... Asian American faculty should form a forum or an informal gathering on a routine basis. We should have an elected spokesperson and create a liaison with the University administration."

"To make themselves available and to be open for discussions on problems related to Asian American affairs on campus. ... Be more visible, outspoken, and credible by developing better speaking skills and excelling in our own work."

"Strong formal/informal contacts (with students). Initiate a 'mentor' system where needed. Determine needs that students face; this will vary by department. Help secure resources and faculty commitment to meet these needs. ... Sponsor Asian students. ... Most Asian American faculty have already made a huge effort to be accessible to ALL students. The rest of the faculty also needs to be reminded to be a bit more accessible and constructive with all students. ... Academic advising and encouragement. Not much more."

"(On the other hand), same role as any other ethnic group such as black, Hispanic, etc. It is not advisable for Asian Americans to play any more prominent role than any other group. ... At Berkeley, there are already a sufficient number of Asian Americans so that the social atmosphere is already quite good. ...cooperation."

"What your (Asian Advisory) Committee is doing is useful."

Question 6. What role, if any, can Asian American faculty play with respect to the Asian American community, in particular, and the larger society, in general?

"Be willing to spend time in community work. Talk to youngsters in the Asian communities. Encourage our youth and their families (for their youngsters) to consider academic careers. Should play a more positive role in the pre-college school system. ... Should establish contacts with those sectors of the community that do not have access to the campus, for example, recent immigrants and working class families."

"Be active in community service. ... To actively participate in community activity, especially those related to education of Asian Americans in all aspects, in order to bring about improved awareness of the Asian American community of their rights and responsibility to American society. ... Asian American faculty could hold occasional seminars relating to interests of the Asian American community. ... Asian American faculty should have more contact with the community so that they can be united as one voice. ... They should participate in Asian American socio-political organizations and serve as a bridge between the University and the Asian community to alleviate the anxieties of the Asians and to communicate their concerns to the University."

"Get more involved in community and political affairs. ... Should support Asian American political leaders such as S.B. Woo, Senator Inouye, etc. Encourage the community to become more involved in politics. Encourage the next generation to go into politics, social and humanities studies, and not just professional programs."

> "Encourage the Asian American community to support the University financially and to target some of the support towards the development of Asian American faculty, student development, and other visible projects that promote the image of the Asian American community as being willing to support the University. ... Working and meeting with the Asian American Alumni Branch would be a very good start. They are an involved, dedicated, and hard-working bunch of people."

Question 7. Any other comments from you?

> "Is there a scientific study on whether the absence of Asian Americans in the humanities and social sciences is due to discrimination or just plain old apathy of Asian Americans themselves? ... I think each faculty (or applicant) should be evaluated on the basis of ability and accomplishment. (Also) could you please define the term 'Asian American' more precisely? For example, what nationalities are you talking about? Which ethnic groups or subgroups? What immigrant status, for example, permanent resident or U.S. citizens only? Which generation of immigrants, for example, Nisei, etc.?"

> "I do not wish that Asian American faculty members be granted any special favors. I hope, however, that they be treated fairly in light of their reserved attitude."

> "When minority problems and affirmative action are discussed, most people tend to rule out Asian Americans. This is to be corrected. ... Overall, Asian Americans are doing okay in engineering and the physical sciences. The problem areas are: social sciences, humanities, and administration. The effort should concentrate on the recruitment of Asian American faculty members in those areas."

> "Keep up the good work and try to organize ourselves. ... I am delighted to see this letter (survey). If each of us shares our ideas and then chooses just one activity to concentrate on, we'll accomplish a great deal."

> "Thanks for your effort."

The responses of the Asian American faculty are perhaps best summarized by the following:

> I do not wish that Asian American faculty members be granted any special favors. I hope, however, that they be treated fairly in light of their reserved attitude. ... When minority problems and affirmative action are discussed, most people tend to rule out Asian Americans. This is to be corrected. ... Overall, Asian Americans are doing OK in engineering and the physical sciences. the problem areas are: social sciences, humanities, and administration. The effort should concentrate on the recruitment of Asian American faculty members in those areas.

Asian American Lecturers

The survey of Asian American lecturers yielded the following responses to questions similar to those posed to ladder-rank faculty.

1. Factors inhibiting appointment as lecturers:

> "None that I know of. ... I would imagine they are the same factors that inhibit the appointment of Asian Americans into the ladder ranks. It depends on the college or department and the inherent/structural biases of these departments regarding the hiring of Asian Americans and the overall lack of concern on campus to include Asian Americans as

part of the faculty diversification process. ... Lecturers are often drawn from the pool of 'promising' graduate students or from direct acquaintances of the tenure-track faculty. As such, the 'old-boy network' tends to work towards the disadvantage of Asian Americans in many departments. I would imagine that there is an absence of Asian American lecturers even in the fields in which they are thought to traditionally excel, such as engineering, computer science, and the physical and biological sciences. ... The general attitude is that minority applicants have to be superstars to get in. No special value is attached to their human experience or to the life orientation of their culture. No special welcome or hospitality is extended to them. If they run the race better than other horses, they get in."

2. How to alleviate the relative absence of Asian American lecturers in the humanities and social sciences:

"Don't know. ... I don't think there are many Asian graduate students and Ph.D.s that make up a pool of candidates for positions in these fields to begin with. If this is truly the case, then there is a need for greater Asian American participation in these graduate programs. Some kind of recruitment program to these fields as well as mentor programs might be useful here. Also faculty affirmative action would help to establish role models and, in turn, begin to alter the 'feedback loop' that now exists for Asian students in the natural sciences and math-oriented fields. ... The administration should more aggressively pursue promising Asian Americans in these fields. Something similar to the 'Target of Opportunity Program' for tenure-track appointments should be instituted for lectureships."

3a. Barriers to merit increases:

"None. ... I would guess that whatever barriers exist are the same for all lecturers. Lack of department support, large teaching loads which then restrict research and time for writing which are the usual criteria for merit increases. Lecturers are judged solely by their teaching. Any research, publications, or university/community service is not acknowledged in merit-increase decisions. The latter point is important since Asian American lecturers are often called upon to counsel Asian American students over academic, personal, and extracurricular matters and activities."

3b. Barriers in competing for tenure track positions:

"Can't comment. ... Can't really say. However, there do not seem to be many FTE's available via TOP or other programs that help to increase the number of Asian American faculty on campus. I think something needs to be done in such areas. ... My fear is that lectureships are 'dead-end' jobs. Lecturers receive less pay and teach more classes than tenure-track faculty, and they can be hired/fired or cut back depending on the ebb and flow of enrollment. The career prospects of even an outstanding lecturer can be bleak given the structural arrangements which lock her or him in this position. I think this is accentuated when the person is Asian American. Asians are stereotyped as 'team players' who 'don't make waves' or aggressively pursue their own interests. As such it becomes easier for departments to pass them up since they are unlikely to protest and challenge hiring decisions."

3c. Barriers in participating in campus administration:

"Lecturers, for the most part, are isolated in their departments, work part-time, and have commitments off campus that limit their involvement in campus administration affairs. Also the administration is probably not inclined to appoint part-time lecturers to committees, etc."

4. Affirmative action and lecturers:

> "My concern is that more affirmative action programs be undertaken to increase the number of ladder rank Asian Americans, especially in the humanities and social sciences. ... The University should acknowledge the increased diversity of its student population and the homogeneity (in terms of race and sex) of its faculty and from there aggressively attempt to remedy this imbalance. The gross underrepresentation of Asian Americans in certain fields (notably, but not limited to, the humanities and social sciences) should be remedied by a plan which provides real incentives to departments to actively seek and recruit promising and qualified Asian American instructors. In addition, Asian American lecturers should be given strong consideration in any tenure-track openings which may present themselves. They should not simply be passed over because the department does not believe in hiring someone from "within." ... Adequate representation seems a first step, but it is also important to introduce things like the American Cultures curriculum (requirement?) and to introduce campus events (such as an Asian American film and arts festival) in which the strivings of Asian Americans can be represented and shared."

5. Role of lecturers in improving the campus atmosphere for Asian American and other students:

> "(Serve as) role models. ... Asian American lecturers can play a role similar to that of ladder-rank faculty: serve on committees, work with student groups, etc. The problem is that Asian American lecturers are probably not compensated for the time they would put in to improve the campus climate. That issue should be addressed. Otherwise it is meaningless for lecturers to be so involved on a wide scale. To be truly involved, they need to be 'full citizens' in the campus community. Unfortunately, that status is contingent on being a ladder-rank faculty member. ... Asian American lecturers already play a significant role in campus/student activities. Given the huge and ethnically diverse population of Asian American students, there is an equally large demand for faculty members who will get actively involved in student affairs both in and outside of the formal classroom setting. The problem is that there are no structural incentives for Asian American lecturers to get involved. Most do it on their own, but it remains a shame that such service cannot be formally recognized and be an essential part of one's duties and responsibilities. ...(Asian American) lecturers ought to integrate their deep knowledge of traditional cultures with the analytical depth of modern Western culture. They ought to acknowledge their links to tradition, to examine and revitalize the tradition, and not slip into dull and average rootlessness."

6. Other comments:

> "The hearings and deliberations of the Chancellor's Advisory Committee on Asian American Affairs offer a historically unique opportunity to assess the status of Asian Americans on this campus -- to discern inequalities and imbalances and to suggest possible remedies. I hope the Committee will lobby for concrete structural mechanisms (e.g., clear affirmative action guidelines) to enhance the position of Asian American lecturers and to provide a basis for monitoring progress."

Lecturers contribute significantly in carrying out the instructional mission of the University, comprising 12.3% of about 1,800 in the combined instructional ranks of ladder-rank faculty and lecturers at Berkeley. Since the use of lecturers varies widely across departments, their contribution is more important to some departments than to others. From the comments of lecturers, it appears that some lecturers see their role beyond instruction as severely circumscribed with regard to matters such as conducting and publishing research, involvement in campus committee work, and generally working with students.

Asian American Librarians

As with the Asian American ladder-rank faculty and lecturers, Asian American librarians were queried on the same issues about appointment, promotion, and affirmative action. Excerpts from their responses follow.

1. Factors inhibiting appointment as librarians:

> "The main factors are absence or underrepresentation of Asian Americans in the appointment/promotion and reviewing/decision-making processes. ... There is no outreach program for hiring Asian Americans and other minorities. There is no planned program for affirmative action for librarians. There were goals and time tables, but they were never carried out or made a part of the selection process."

2. Barriers to promotion and advancement:

> "When representation is not there, anything can become a barrier. ... Asian Americans are not only not encouraged to seek higher level jobs, some are discouraged from doing so. Requirements for advancement and promotion are more stringent for minorities that for most others. Jobs created by mergers, or some other means, have never been used to give jobs to Asian American librarians although this has been done for others."

3. Affirmative action and librarians:

> "No comment, since I know nothing about the plan. Perhaps there is a need to do some promotion about the plan first. ... There should be an outreach program for minorities, and a training program to inform all involved in the selection and hiring process about the requirements of affirmative action laws. Each department within the Library should be required to demonstrate good faith efforts at advancing and hiring Asian American and other minority candidates. There should be a knowledgeable 'watch dog' group outside the Library to see that affirmative action is indeed carried out."

4. Role of librarians in improving the campus atmosphere for Asian American and other students:

> "We can serve as mentors to newcomers and the Library should be made to recognize this as a valuable activity. We can join the union, APASA, and other groups to create awareness among ourselves and others of the need for a more hospitable atmosphere on this campus. We can give tours to new Asian American students, some to whom English is a second language, so that they can talk to persons who can understand English spoken with an Asian accent."

5. Role of librarians with respect to the Asian American community in particular, and the larger society, in general:

> "We should become active in groups such as Chinese for Affirmative Action, Asian Law Caucus, etc. in the Bay Area. More importantly, we should speak up when we see discriminatory practices on the campus. We should help educate those who are not aware (of the presence of Asians as a group), and that when populations such as whites and other minorities are mentioned, we should be included. This happens with alarming frequency even in official campus publications."

6. Other comments:

> "Glad to see that the administration is beginning to pay attention to Asian Americans on campus. ... The Library Administration should exercise much greater sensitivity to the fact that Asian American personnel are minority persons."

The respondents raise questions about the racial composition of the librarian ranks and the way in which hiring goals are set for minority librarians, including Asian American librarians. More appropriate goals would follow from a revision of the Affirmative Action Plan's approach to defining the available pool for librarians. Consideration should be given to the graduation rates of Berkeley itself for the Masters of Library Science. Other findings include the need for improved dissemination of the Plan and its objectives, ways to insure implementation of hiring goals, clarification of requirements and review of the process followed for promotion and advancement, and recognition of Asian American librarians as part of the campus Affirmative Action Plan. In addition to fulfilling their formal responsibilities on the campus, the Asian American librarians also see themselves as possible participants in helping to improve the campus atmosphere for Asian American students by, for example, serving as role models and conducting special tours for new Asian students.

RECOMMENDATIONS

In conclusion, we make the following recommendations.

1. With respect to Asian American faculty:

(a) That the University pursue a faculty affirmative action program that addresses the under-representation of Asian Americans, especially in the social sciences and humanities; and that particular attention be given to Asian American women and Asian ethnicities such as Filipino, Korean, and Southeast Asian. That the University response to the eight factors in Revised Order No.4 for Asian Americans be widened beyond Factor 5, the existing pool of Ph.D. recipients from universities such as Harvard, Yale, Stanford, and Berkeley. That the University develop concrete ways to more effectively disseminate information and announcements to the Asian American community about: openings for faculty (both ladder-rank and lecturer) and librarians, and opportunities for admission to graduate programs, including fellowships and other assistance.

(b) That affirmative action for Asian Americans in graduate programs, particularly in the social sciences and humanities, be pursued to increase their availability pool for faculty positions; that campus policy be clear about the eligibility of Asian Americans, both men and women, for scholarships, again, particularly in the social sciences and humanities. That graduate and faculty affirmative action be seen as crucially interconnected. That outreach programs be pursued to attract Asian Americans to graduate programs. That the University hold departmental and other administrative units accountable in meeting affirmative action goals and timetables using incentives such as granting Target of Opportunity Program appointments of faculty, as well as disincentives such as freezing new hires unless goals and timetables are being addressed.

(c) That Asian Americans consider academic careers in fields such as sociology, economics, political science, ethnic studies, literature, history, and other social sciences and humanities, instead of concentrating only in fields such as engineering and the physical sciences. Here role models are important. Ways to do this can include visits by Asian American faculty in high schools to present career options to students as well as to parents in settings such as PTA meetings. That the Asian American community, such as through foundations, community organizations, corporate sponsorships, and alumni groups, provide scholarships, fellowships, endowed chairs, and other such programs to help promote the entry of more Asian Americans into the faculty ranks. That appropriate student service units on campus develop programs designed to help Asian American students pursue academic fields. Programs similar to those that recruit Black and Hispanic students for engineering could be developed for Asian Americans in the social sciences and humanities.

2. With respect to Asian Americans and administration:

(a) That the Academic Senate and other units and bodies make a concerted effort to include Asian Americans on Senate committees, especially but not exclusively, those that may influence the academic careers of Asian American faculty and students. That procedures be developed whereby due recognition in merit and promotion cases be given to quality service on such committees.

(b) That the University pursue an affirmative action program to increase the percentage of Asian Americans in the administration, particularly in the key decision-making ranks. As of October 1986, only two out of 165 academic administrative officers (vice chancellors, provosts, deans, directors, and department chairpersons), or 1.2%, were Asian Americans.

3. With respect to Asian American lecturers:

(a) That Asian American lecturers be given equal opportunity to compete for ladder-rank positions. That due consideration be given for ladder-rank appointments under Factor 6 as part of the available pool of "promotable and transferable minorities within the contractor's organization," (Revised Order No. 4).

(b) That Asian American lecturers be properly recognized and rewarded for their participation in student counselling, committee work, and other activities as important members of the campus academic community.

4. With respect to Asian American librarians:

(a) That higher hiring goals be set for minority librarians, including Asian American librarians by revising the academic affirmative action plan's approach to defining the available pool, such as by giving weight to the graduation rates at Berkeley itself for Masters of Library Science.

(b) That consideration be given to: improving the dissemination of the Affirmative Action Plan and its objectives to minority librarians; implementation of hiring goals; clarification of requirements for promotion and review of the process for advancement.

(c) That ways be found to formally afford Asian American librarians the opportunity to help improve the campus atmosphere, particularly as regards Asian American students whose first language is not English.

5. Finally, with respect to implementation of the above:

(a) That the Chancellor assign formal administrative responsibility for the implementation of the recommendations and the monitoring of progress and accomplishments.

(b) That Asian American political and other community leaders, alumni, parents, and others exert their leadership and support the University by helping in the implementation of the above recommendations.

NOTES

---

1. Comparable institutions were drawn from those used in a University of California study released in Spring 1987. Joyce Bennett Justus (Project Director), Sandria B. Freitag, L. Leann Parker, *The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity*, p. 95.

2. Santiago Rodriguez, "Affirmative Action Plan for Stanford University, 1987-88," *Campus Report Supplement*, February 3, 1988; Stanford University, "Affirmative Action Goals;" Computer printout, February 8, 1988; *San Francisco State University Affirmative Action Year End Report - 1986*; "Summary of Yale University Affirmative Action Program for the Employment of Women and Members of Racial/Ethnic Minority Groups," 1987-88, Yale University; *Affirmative Action Plan*, Columbia University, New York, New York, February 1, 1988; The Affirmative Action Office, *Affirmative Action Report of the University of Michigan*, March 1988, Ann Arbor, Michigan; *Affirmative Action Plan for the University of Wisconsin - Madison, 1986-87*; *Affirmative Action Program, Data Update 1987, California State University, Hayward*, January 1988.

3. Justus, *et al*., *op*. *cit*.

4. *Ibid*., p. 1.

5. The percentages for white women can be calculated from Table 3, page 30 of the Justus Report. The precentages for white men can be calculated from Table 2, page 29 and Table 3, page 30.

6. See previous note.

7. *University of California, Berkeley, 1986-89 Academic Affirmative Action Plan*, pp. 16-25.

8. *Ibid*., "University of California, Berkeley, Affirmative Action Plan Update, 1987-88," pp. 3-4.

9. *Ibid*., p. 11.

10. *Ibid*., p. 12.

11. *University of California, Berkeley, 1986-89 Academic Affirmative Action Plan*, p. 15.

12. *Ibid*., p. 1.

13. *Ibid*., p. 27.

FACULTY SUBCOMMITTEE MEMBERSHIP

Amado Cabezas, Chair

Sung-Hou Kim

Roberta J. Park

Alex M. Saragoza

Larry Hajime Shinagawa

F. Reina Tanguilig

STAFF EMPLOYMENT OPPORTUNITIES

STAFF EMPLOYMENT OPPORTUNITIES

Table of Contents

Page

Introduction 60

Approach 60

Asian American Staff Profile 60

Asian Americans in Management 62

Campus Affirmative Action Policies and Practices 64

Campus Recruitment Practices with Respect to Asian Americans 66

Asian Staff Survey 66

A&PS Survey 68

APASA Public Forum 68

Asian Library Staff 68

Conclusions 69

Recommendations 69

Staff Subcommittee Membership 72

VI. STAFF EMPLOYMENT OPPORTUNITIES

Staff Subcommittee Report

INTRODUCTION

Staff members, unlike faculty, students, and the community, have few established avenues with which to voice their concerns. The faculty have the Academic Senate, the students have the ASUC, and the community has organized alumni groups, support from legislative representatives and politicians and relatively easy access to the media to effect their influence. The Staff Subcommittee therefore, saw its task as having special significance. We viewed our particular undertaking as an opportunity to bring, for the first time, the concerns of Asian American staff to the attention of those in the highest levels of the campus administration.

The scope of our work was defined by the Chancellor's original charge to the Advisory Committee on Asian American Affairs. With respect to staff he asked the following:

> What are the employment and career opportunities for Asians at Berkeley?
>
> What is Berkeley's record with respect to the recruitment, employment and career development of Asians?
>
> Are there special problems or opportunities in these areas?

APPROACH

To address this charge, we first needed to know the basics: a) how are Asian Americans employed among the staff ranks and b) what are the campus' policies with respect to hiring and promotion of minorities in general and Asian Americans in particular? We reviewed the employment statistics and affirmative action policies in the most current version of the campus' Staff Personnel Affirmative Action Plan. As expected, our examination of this document provided us with a basis for identifying major staff issues.

We did not feel, however, that we could rely solely on the University's statistics and a statement of its policies to fully reveal or understand the problems and issues that pertain to Asian American staff. We felt that we needed to understand how Asian Americans viewed their employment situation at the University. Thus, in order to assess their satisfaction with, and attitudes toward their jobs and advancement opportunities, we undertook an informal survey of Asian American staff. We also had at our disposal responses from an earlier, similar survey of campus employees in the Administrative and Professional Staff (A&PS) program conducted under the auspices of the Chancellor's management fellowship program, and results from a public forum on Berkeley campus Asian issues, sponsored by the Asian Pacific/American Systemwide Alliance (APASA).

ASIAN AMERICAN STAFF PROFILE

Asian American staff have diverse ethnic origins (from any one of a number of the many Asian and Pacific Island countries) and both foreign and native-born are represented within these ranks. One limitation in the Staff Personnel Affirmative Action Plan is the lack of further ethnic breakdowns within the category of Asian Americans as well as foreign/native-born distinctions, all of which are important factors in understanding Asian American staff on campus.

The October 1987 data in the Staff Affirmative Action Plan show that Asian Americans comprise 13% of the Berkeley campus staff personnel career workforce. They are the second largest ethnic minority in the ranks of the campus career staff. Figure 1 shows the ethnic composition of the Berkeley campus staff workforce.

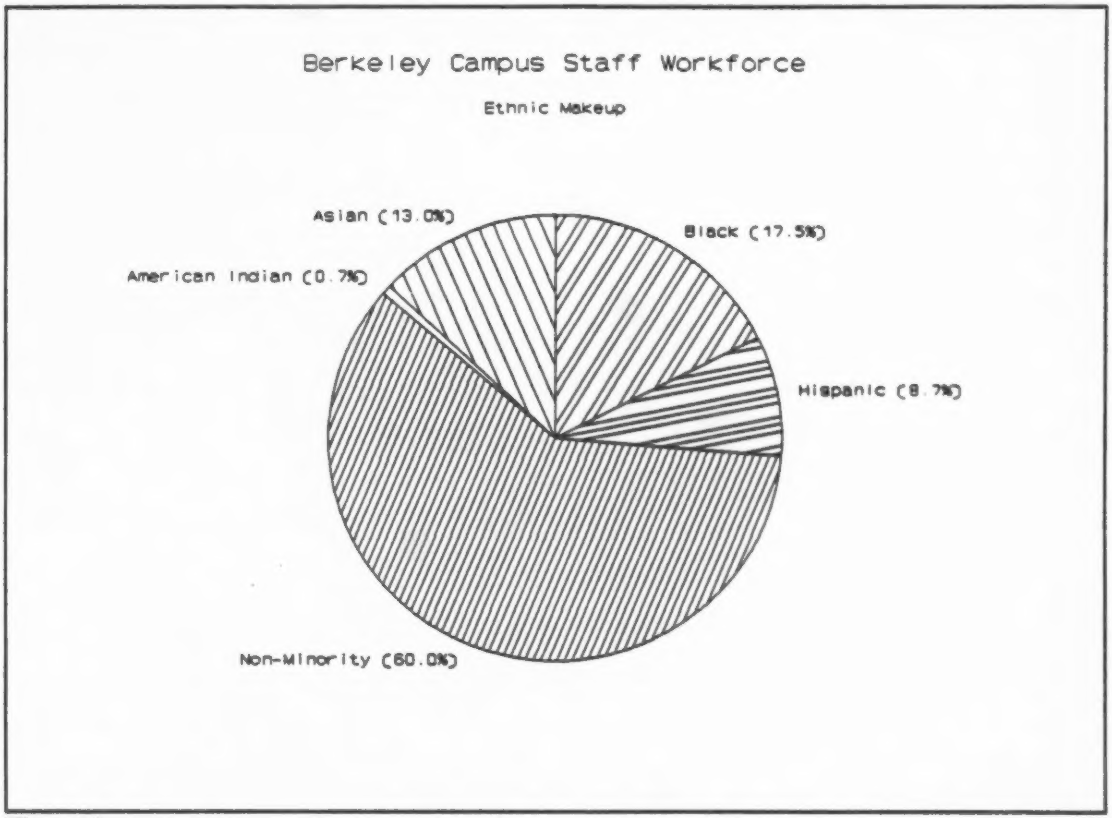

Figure 1
Source: University of California at Berkeley, Staff Personnel Affirmative Action Plan, 1988, pages 14 and 15.

In accordance with federal affirmative action regulations, the Staff Affirmative Action Plan places each University job title under one of 49 different job groups. These job groups are the basic units used for affirmative action analyses and goal setting. Further aggregation by the Berkeley campus Affirmative Action Office is done by placing job groups under eight major federal occupational categories. These occupational categories are useful in determining how Asian Americans are employed on this campus. Job group and occupational categories are listed in Appendix IIIa.

Table 1 compares the distribution of Asian Americans among the major occupational categories with other minorities and with non-minorities.

Table 1

Asian American, Non-Asian Minority, Non-Minority, and Total Staff Distribution Among Major Occupational Categories

Category	Asian Number	Asian %	Non-Asian Minority Number	Non-Asian Minority %	Non-Minority Number	Non-Minority %	Total Number	Total %
Officials & Managers	15	2.1	50	3.3	231	6.9	296	5.3
Professionals	115	15.8	82	5.4	753	22.4	950	17.0
Technical	150	20.5	221	14.6	691	20.6	1,062	19.0
Office & Clerical	322	44.1	702	46.5	1,380	41.1	2,404	42.9
Crafts	20	2.7	56	3.7	122	3.6	198	3.5
Operatives	48	6.6	119	7.9	52	1.5	219	3.9
Laborers	7	1.0	37	2.5	39	1.2	83	1.5
Service Workers	53	7.3	242	16.0	92	2.7	387	6.9
Totals	730	100.0	1,509	100.0	3,360	100.0	5,599	100.0

Source: University of California at Berkeley, Staff Personnel Affirmative Action Plan, 1988, pages 14 and 15.

Generally, the distribution pattern of Asian Americans among the major occupational categories is similar to that of the total workforce. One category, however, stands out where the proportion of Asian Americans appears out-of-line. There are only 15 Asian Americans in the Officials and Managers occupational category. This represents only 2.1% of the Asian American staff. By contrast, 6.9% of non-minorities and 5.3% of the total staff are in this category. Non-Asian minorities, in aggregate, have 3.3% among Officials and Managers.

ASIAN AMERICANS IN MANAGEMENT

For the purposes of this report we define management as the Officials and Managers occupational category. There are approximately 350 to 400 separate University job titles under four job groups in this category. The four job groups are: 1) Management Program, 2) Upper Management, 3) Mid-Management, and 4) Lower Management. Generally speaking, the Management Program includes positions in the highest levels; the other three job groups fall into hierarchial order under the Management Program, according to "Upper," "Mid-," and "Lower." Table 2 shows the number of Asian Americans in the management job groups and compares them to non-Asian minorities and non-minorities.

Table 2

Asian Americans, Non-Asian Minorities, Non-Minorities and Total Staff
in the Job Groups Comprising
the Officials and Managers Occupational Category

	Asian		Non-Asian Minority		Non-Minority		Total	
Job Group	Number	%	Number	%	Number	%	Number	%
01 Management Program	0	0.0	11	12.1	80	87.9	91	100.0
02 Upper Management	9	7.8	18	15.7	88	76.5	115	100.0
03 Mid-Management	6	8.5	14	19.7	51	71.8	71	100.0
04 Lower Management	0	0.0	7	36.8	12	63.2	19	100.0
Officials & Managers	15	5.1	50	16.9	231	78.0	296	100.0
Total Staff Workforce	730	13.0	1,509	27.0	3,360	60.0	5,599	100.0

Source: University of California at Berkeley, Staff Personnel Affirmative Action Plan, 1988, pages 14 and 15.

Asian Americans, who make up 13% of the total workforce, comprise only 5.1% of those in the Officials and Managers category. Non-minorities, on the other hand, represent 78% of the management, compared to 60% of the workforce. Other minorities occupy 16.9% of the management positions while they comprise 27% of the total staff. Within management, Asian Americans are not evenly distributed among the four levels (job groups). They are clustered in the "Mid" and "Upper" levels. That they are absent from the highest as well as the entry-level positions is particularly troublesome. This would suggest that Asian Americans are "stagnating" in the middle ranks -- that there is neither adequate inflow of Asian Americans into the entry levels, nor are they being promoted from within to the highest positions.

Recently, the University administration acknowledged the underrepresentation of Asians in high level administrative positions. In February 1988, in response to a recommendation made by the Asian American Task Force on University Admissions citing the lack of Asians in administrative positions in Systemwide and on all University of California campuses, President David P. Gardner stated in a letter to Henry Der, Executive Director of Chinese for Affirmative Action, "I have discussed recommendation 3 with the Chancellors and with the Vice Presidents of the University. We all are aware that there are few Asian Americans in administrative positions and we are committed to increasing their representation." In January, prior to President Gardner's response, Berkeley Chancellor Ira M. Heyman addressed the Assembly Subcommittee on Higher Education on the Asian admissions issue and stated: "I am undertaking a very serious effort to include (Asian Americans) in the executive program in the Chancellor's Office as opportunities present themselves."

Both the Office of the President and the Berkeley campus administration have now publicly acknowledged the lack of Asians in top administrative positions. While the Subcommittee commends Chancellor Heyman on his pledge and actions thus far, we look forward to further progress in this area.

CAMPUS AFFIRMATIVE ACTION POLICIES AND PRACTICES

The Berkeley campus Staff Personnel Affirmative Action Plan is both a campus affirmative action policy statement and a plan for its implementation in accordance with applicable federal and state guidelines. As stated by Chancellor Heyman in the cover letter of the 1988 Staff Personnel Affirmative Action Plan, "The campus is committed fully to Equal Employment Opportunity and Affirmative Action. It is campus policy to take Affirmative Action to increase the number of women and ethnic minorities in areas where they are not now sufficiently represented and to sustain the progress that has, and will be, accomplished." The Affirmative Action Plan must comply with federal Title IX Guidelines and be evaluated, monitored, and updated annually.

Methodology of the Plan

To conform to federal affirmative action regulations, a utilization analysis of the employment of females and ethnic minorities must be conducted annually. This analysis is composed of several components:

A. **Availability Proportions** -- Proportions of "available" ethnic minorities are determined for each job group using the following eight factors:

1. The minority population of the labor area surrounding the facility.
2. The size of the minority unemployment force in the labor area surrounding the facility.
3. The percentage of the minority work force as compared with the total work force in the immediate labor area.
4. The general availability of minorities having requisite skills in the immediate labor area.
5. The availability of minorities having requisite skills in an area in which the employer can reasonably recruit.
6. The availability of promotable and transferable minorities within the employer's organization.
7. The existence of training institutions capable of training persons in the requisite skills.
8. The degree of training which the employer is reasonably able to undertake as a means of making all job classes available to minorities.

B. **Expected Employees** -- Based on the Availability Proportions, the utilization analysis determines "expected" employees for each job group by ethnic category and females. To illustrate, the following shows the number of "expected" Asians for 1987-88 in management job groups 01 through 04.

Job Group	Expected Asians
01 - Management Program	3
02 - Upper Management	5
03 - Mid-Management	5
04 - Lower Management	1

C. **Underutilization** -- "Underutilization" occurs when the number of expected employees exceeds the number of incumbents by at least one whole person. Using this methodology (refer to Table 2) Asians are "underutilized" by 3 persons in job group 01 and by 1 person in job group 04. No underutilzation exists in job groups 02 and 03, since there are more Asians than "expected."

Job Group	Expected Asians	Actual Asians	Under-utilization
01 - Management Program	3	0	3
02 - Upper Management	5	9	--
03 - Mid-Management	5	6	--
04 - Lower Management	1	0	1

D. **Annual Placement Goals** -- After underutilization has been identified, annual placement goals (targeted groups for hiring preferences) for each underutilized group are established. These numbers are determined by multiplying the "anticipated vacancy rate" for the job group by the availability proportion for the ethnic group/female; for a goal to be established, the number must equal or exceed one whole person. For Asians, the annual placement goals in the underutilized job groups of 01 and 04 for 1987-88 are, respectively, zero and zero. In fact, no annual placement goals were established in job groups 01 through 04 for any ethnic minority group for 1987-88. The plan only indicates that the annual placement goals for management are for two females in job group 01 and four females in job group 02.

Job Group	Expected Asians	Actual Asians	Under-utilization	Asian Goal
01 - Management Program	3	0	3	0
02 - Upper Management	5	9	--	0
03 - Mid Management	5	6	--	0
04 - Lower Management	1	0	1	0

Problems with the Affirmative Action Plan

With respect to the way that availability proportions and thus, "expected" Asians are determined, we are particularly concerned that only the two counties adjacent to the campus, Alameda and Contra Costa, have been designated as the "immediate labor area." Employees at Berkeley come from all seven Bay Area counties, and even from beyond. It is significant that San Francisco and Santa Clara counties, both of which have very large Asian American populations, are excluded from the immediate labor area. We believe that the way in which the immediate labor area is presently defined results in a significant understatement of available and expected Asians, especially for management positions. The definition needs to be expanded if Asian American underrepresentation is to be properly addressed in the Affirmative Action Plan.

We also observe that the Affirmative Action Plan methodology employs a circular logic. Minority underrepresentation is supposed to be addressed through the establishment of hiring goals. These goals, however, are a function of the availability of minorities in the immediate workforce with requisite skills. But underrepresentation exists for the most part, because there are not sufficient minority individuals possessing qualifications to be competitive for a particular kind of job. Thus, under this methodology the actual establishment of hiring goals for a particular minority group is highly unlikely when underrepresentation occurs. The Affirmative Action Plan in its present form does not really address underrepresentation; rather, it serves to maintain the status quo.

In sum, the Subcommittee questions the validity of the Berkeley Staff Personnel Affirmative Action Plan. As a legal document it satisfies the minimum requirements according to federal guidelines. However, much work is needed before the plan can be interpreted as a viable instrument for true affirmative action.

CAMPUS RECRUITMENT PRACTICES WITH RESPECT TO ASIAN AMERICANS

Recruitment is a crucial component of every effective affirmative action plan. We looked into current campus practices with regard to the recruitment of Asian Americans and determined that inadequate recruiting is a major factor in the relatively low number of Asian American applicants to University management positions. According to the campus Personnel Office, job announcements, whether they be for positions in management or any of the other occupational categories, are regularly mailed to agencies that primarily serve entry level job applicants. The absence of professional agencies in the recruitment network results in potential candidates not being properly notified of available upper management or administrative positions. Recruitment for positions in management also requires the University to place advertisements in national publications, in particular, educational publications that address management in higher education, where few Asian Americans exist. We believe that if the Berkeley campus is to be successful in identifying and recruiting qualified Asian Americans for management positions, it needs to undertake efforts that go beyond traditional methods.

ASIAN STAFF SURVEY

The Staff Subcommittee felt it important to obtain input from Asian American staff to gain an understanding of how they view their work experience within the Berkeley campus environment. In May 1988, we undertook an informal survey of Asian staff on the Berkeley campus. We chose to survey the following Asian staff groups:

- Members of APASA (Asian/Pacific American Systemwide Alliance)
- Members of the Asian/Pacific Library Employees
- Selected Asian staff in the lower management/administrative levels

The primary aims of the survey were to assess job stability and job satisfaction, to determine staff attitudes regarding upward mobility, to examine career goals, and to solicit opinions on the general topic of the employment of Asians in higher education. A written questionnaire was formulated and distributed to the participants by campus mail. A total of 102 questionnaires were mailed; 46 were returned. The questionnaire and a tabulation of the results, including relevant comments made by the participants are included in Appendix IIIb.

The small number of responses preclude us from drawing any conclusions of statistical validity from the data. However, we believe that the responses provide valuable insights and important anecdotal information.

A notable observation from the survey was that a large number of the respondents have been employed on the Berkeley campus for 6 years or more; many have remained in their current positions for 3 to 10 years; and many attained their current positions within their own departments, i.e., they were not hired from the outside. This suggests a high level of stability among these Asian American staff.

Many respondents felt that they have opportunities for upward mobility in their current positions or fields. However, there were also expressions of dissatisfaction and discontent. There were those at the top of their job classifications who felt that few opportunities for advancement exist, other than a wholesale changing of jobs. A surprisingly large number (52%) felt that their chances for promotion or reclassification at Berkeley were not fair. Some commented that reclassifications and promotions are politically based, and that peers with seemingly comparable duties are classified at higher levels. Lack of training opportunities and career development support from the supervisor/department were also mentioned.

Some felt that they have been discriminated against on account of their ethnicity in their efforts to advance in the University system. The discrimination they felt was not overt but subtle, and primarily based on the common Asian stereotypes, such as Asians lacking language skills and Asians not having the qualities necessary for being good managers.

Most respondents expressed that they were satisfied with their current jobs. Of those who were not satisfied, many felt that their jobs have become routine, with little, if any, growth over a long period of time.

In response to "What is (are) your career goal(s)?" and "What payroll title do you seek to have in the future?" the two most common job categories mentioned were the Analyst series (either the Administrative Analyst series or the Programmer/Analyst series) and the MSO series.

The question "Why do you think Asians are not visible in management positions?" drew responses which fell into two broad categories: (1) that Asians are not aggressive and do not assert themselves enough, and (2) that Asians are overlooked or are not targeted for these positions.

Of particular interest to the Subcommittee were the responses given to the following questions:

> What can the Committee do to realize the goals of Asians in higher education, especially in the areas where Asians are underutilized?
>
> What do you feel the Committee's area of concentration should be in assisting Asians with their jobs or career goals at the University?

In general, the respondents felt the Committee should advocate action in the following areas:

> Training. Offering workshops, seminars, and training programs so that Asians can develop necessary skills for advancement.
>
> Recruitment. Identifying and encouraging qualified Asians to apply for high level positions. Supporting Asians in their pursuit of these positions.
>
> Organization. Establishing a large network and being more vocal so that Asian issues can be brought more to the forefront.

It was clear from our survey that Asian American staff are not only well-versed, they are deeply committed to seeing that these issues are properly addressed. Their comments, which touch upon virtually every aspect of the full charge to the Chancellor's Advisory Committee on Asian American Affairs, can be found in Appendix IIIb.

A&PS SURVEY

In March 1988, under the sponsorship of the Chancellor's Office management fellowship program, Anita Madrid (also a Subcommittee member) conducted a survey of Berkeley campus employees in the Administrative and Professional Staff (A&PS) program. The survey was designed to:

1. Obtain a general background profile of administrative and professional staff;
2. Examine the elements of job satisfaction; and
3. Gather information regarding employee interest in professional development.

Of the 593 respondents to the survey, 56 identified themselves as Asian. The Asian respondents were concentrated in the Student Affairs Officer and Analyst series. Again, because of the small numbers involved, statistical conclusions cannot be drawn. The responses, however, do provide insights into Asian American staff and how they view their jobs and the working environment on this campus. We found that the responses to this questionnaire paralleled many of the comments in our Subcommittee survey. With respect to job satisfaction and upward mobility, the results indicate that Asian American A&PS staff have many of the same feelings, views and concerns that other A&PS respondents expressed. In contrast to the Asian Staff Survey, A&PS Asian respondents reported higher reclassification (100%) and promotion (85%) rates than any other ethnic group. By and large, respondents are satisfied with their jobs but they feel that improvements should be made in three main areas: 1. job recognition, 2. training and development initiatives, and 3. participation in decision making. The questionnaire and a summary of the data can be found in Appendix IIIc.

APASA PUBLIC FORUM

In February 1988, the Asian Pacific/American Systemwide Alliance (APASA) sponsored a public forum so that Asian American staff could discuss their concerns. The results of the proceedings were summarized and transmitted to the Chancellor's Advisory Committee on Asian American Affairs. This is included in Appendix IIId. The comments from the APASA forum were similar to the responses in our own survey in that they suggest that Asian American staff are very concerned that Asian Americans have opportunities for full participation in all aspects of the Berkeley campus experience. They are concerned about how campus affirmative action policies apply to Asian Americans -- as students, faculty and staff. They are concerned about discrimination -- in admissions, in hiring, and in promotions. They are concerned about the lack of Asian Americans in management, about the special needs of foreign-born Asian Americans, about Asian stereotyping. They are concerned about the campus recognizing and addressing Asian American needs. The comments from the APASA forum would seem to confirm that Asian American staff have a high awareness of and interest in Asian American issues.

ASIAN LIBRARY STAFF

The Subcommittee met with two members from the library staff (one Librarian and one Librarian Assistant) who requested to present their perspectives regarding issues and concerns of Asian American librarians and the staff assistants. Although the Subcommittee could not investigate properly all the issues raised, we felt that the seriousness of the issues, the intensity with they were discussed, and the apparent sincerity of these two individuals are cause for further investigations. Among the concerns expressed were:

-Underrepresentation of Asian American Library Assistants in the library system;

-Discrepancy between the job complexity in the East Asiatic Library and the lower job classification step for its library assistants compared to non-Asians in other libraries;

-Lack of Asian Americans in the highest levels of the Library Assistant series;

-Appointments of minority librarians at lower steps than non-minority librarians; and

-Lack of support from the Library administration with respect to Asian American library staff problems.

CONCLUSIONS

Many Asian American staff needs are not that much different from campus staff needs in general. Asian Americans need improved campus training and development programs that will provide them with the skills, experiences, and opportunities to advance their careers. They need a structure that will identify and groom talented individuals for management positions. With these programs and structures in place, campus affirmative action needs can be met by tapping the pool of Asian Americans and other minorities already in the University.

However, there are also particular Asian American staff issues and concerns that require special attention. There are too few Asian Americans in the top ranks of management. The campus community is largely unaware of the ethnic and cultural diversity among Asian Americans and of the kinds of needs that this diversity creates. We believe that modifications in recruitment strategies, changes in Affirmative Action Plan methodology for the eight-factor analysis for goal setting, and initiatives to dispel Asian American stereotypes and to educate the campus community about Asian American diversity, should help to bring about the desired goals of equity and fair representation for Asian American staff.

RECOMMENDATIONS

* With respect to issues of underrepresentation and the general campus climate for Asian American Staff, we ask the Berkeley campus administration to:

1. Formulate an overall management philosophy that will:

   a. Encourage the career development of all employees with special attention to affirmative action goals.

   b. Involve employee participation in decision making, planning, and problem solving.

   c. Provide means for proper recognition of employee contributions and effort by departmental administrators and managers.

2. Reexamine and improve the Berkeley Campus Staff Personnel Affirmative Action Plan:

   a. Undertake a comprehensive review and analysis of the methodology used for the utilization analysis so that affirmative action goals address underrepresentation.

b. Include the county of San Francisco when determining the minority population, the minority unemployment workforce, the minority workforce, and the minority workforce with requisite skills in the immediate labor area to justify a more equitable balance of diversity in workforce.

c. Identify opportunities for Asian American and other minority staff who are promotable and receptive to training opportunities for new skills and upward mobility prior to assessing factors 7 and 8 of the federal regulations pertaining to availability proportions.

* With respect to hiring and recruitment, we ask the Berkeley campus administration to:

    1. Set priorities for campus departments to hire Asian Americans for Job Group 01 (Management).

    2. Solicit from the community a list of Asian American professional organizations to aid in the recruitment process for professional and management level positions.

    3. Implement more aggressive recruitment and hiring procedures with respect to meeting affirmative action goals.

    4. Work with departments and hold them responsible for meeting departmental affirmative action goals.

    5. Provide an internal recruitment program with waiver of recruitment in those job groups where certain groups are underrepresented and especially where campus affirmative action goals have not been met.

* With respect to training and development, we ask the Berkeley campus administration to:

    1. Establish an internal campus tracking system in the Personnel Office to identify Asian American and other minority staff with management potential. Provide avenues for reaching their specific career goals.

    2. Develop campus career lattice information that will enable all employees to understand the mobility tracks within and across job series. Direct career development workshops to targeted ethnic groups.

    3. Target underutilized groups for involvement in the newly developed internship program. Particular attention should be given to the underutilization of Asian Americans in the ten job groups identified in the Affirmative Action Plan.

    4. Develop campus training and development programs that better link learned skills to specified requisite job skills for specific jobs and that allow the Personnel Office and supervisors to certify employees who have mastered skills training and application of experience.

5. Develop campus personnel programs that educate departments and the campus community about ethnic diversity in the workplace.

* Finally, with respect to employment practices within the library system, we ask the Berkeley campus administration to investigate the issues raised by Asian American library employees and summarized in this report.

STAFF SUBCOMMITTEE MEMBERSHIP

Sunny L. Low, Chair

Lily Wong Fillmore

Glen M. Hatakeyama

Anita Madrid

CAMPUS-COMMUNITY RELATIONS

CAMPUS-COMMUNITY RELATIONS

Table of Contents

Page

Introduction 74

Definition of Community. 74

Nature and Procedures of the Investigations 74

Summary of Findings and Recommendations. 75

Conclusions 79

Community Subcommittee Membership 80

VII. CAMPUS-COMMUNITY RELATIONS

Community Subcommittee Report

INTRODUCTION

Berkeley is one of the world's great institutions of higher learning. In 1966, the American Council on Education recognized Berkeley as "the best balanced distinguished university in the country." With a faculty that includes numerous Nobel laureates, members of the National Academy of Sciences and other prestigious scholarly organizations, it is an institution of which all the people of the State may be justifiably proud. It is especially appropriate and fitting that Berkeley uphold and advance fundamental commitments to fairness, equity, and cultural diversity. It was in this spirit that the Community Subcommittee of the Chancellor's Advisory Committee on Asian American Affairs entered into its work.

The Community Subcommittee's charge was to address the following questions that Chancellor Heyman asked the Advisory Committee with respect to campus-community relations:

> How can the Berkeley campus strengthen its relationships with Asian communities in California? How can Berkeley keep Asian communities informed of important changes in campus policies and programs? How can Asian communities keep the Berkeley campus informed of their interests and concerns? What specific steps can be taken to improve communications between the Berkeley campus and Asian communities?

DEFINITION OF "COMMUNITY"

It could be argued that California's "community" includes all members of the society at large. However, this definition was too diffuse and cumbersome to serve any useful purpose to the Subcommittee. Therefore, for the purposes of its investigations, "community" was defined to include those segments of California's Asian American population most centrally concerned with higher education, particularly at Berkeley. These are noted in the following sections.

NATURE AND PROCEDURES OF THE INVESTIGATIONS

Our initial investigations disclosed that a great deal of relevant information existed in various publications, records of open forums, and reports of public meetings. Additionally, members of the Subcommittee participated in and/or attended a variety of events that provided us with valuable information (e.g., "Asian Admissions: Overrepresentation or Discrimination?" -- sponsored by the Student Coalition for Asian Admissions, the Asian Student Union, the Asian American/Pacific Law Students Association, Unitas, the Pacific Democratic Club, Office of Undergraduate Affairs of the University of California, and Associated Students of the University of California). Members of the Subcommittee were also active with such cognizant groups as the Asian American Task Force on University Admissions, Chinese for Affirmative Action, the Korean Community Center, the Japanese American Citizens League, the Asian/Pacific Bar Association, the Attorney General's Task Force on Anti-Asian Violence, and various educational organizations. Moreover, members of this Subcommittee participated in meetings of the University of California Board of Regents; meetings called by legislative bodies (e.g., Assembly Sub-Committee on Higher Education, chaired by Assemblyman Hayden and the Senate Special Committee on University of California Admissions, chaired by Senator Torres); and meetings held in the public sector. Members also contributed to inquiries that resulted in the State Auditor General's Report, A Review of First Year Admissions of Asians and Caucasians at U.C.B.

The Subcommittee held its own public forum on April 30, 1988 at the Bechtel Auditorium, University of California, Berkeley. Notice of this meeting was disseminated through the Asian American press; invitations were also sent to groups and individuals who had previously expressed interest in issues relevant to the work of the Subcommittee. (A recording of these proceedings was taken and appears in Appendix IV.) Additional information was collected through conversations with parents, students and community leaders, and by means of correspondence.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

It is our belief that the many and varied deliberations were of considerable value in initiating a positive dialogue between the campus and the community. While several of our assumptions were confirmed, we were also made aware of new issues and perspectives. One of the most salient, we believe, has been an awareness of the deep respect that the Asian American community has for the University of California and how deeply it has been offended by inequities which have occurred regarding admissions processes. We also note that concern was expressed about the lack of sensitivity on the part of University of California administrators in responding to the initial inquiries of the Asian American community in 1984. The observation is made that several matters might have been more readily resolved if the University had reacted in a more forthright and congenial manner.

The University's recent expressions of willingness to insure fairness and equity across all its programs are seen as positive steps. This, we believe, will serve to further the interests of the young people who are, and will become, a part of Berkeley's student body. And this, in turn, will serve to further the interests of all the citizens of the State of California as we move into the 21st century.

The specific findings of the Community Subcommittee are summarized as follows:

Category #1: Matters Pertaining to Admissions:

Since 1984, the Asian American community has had concerns about reports of inequities in the admissions procedures. A draft document which emerged from the Asian American Task Force on University Admission (ATFUA) in response to the 1989 report of the Berkeley Academic Senate's Special Committee on Asian American Admissions aptly sets forth the sense of these concerns. These concerns, as expressed in this draft, are as follows:

> Disturbing issues are raised by revelations in the report of the Special Committee on Asian American Admissions (Shack Report) concerning the admissions policies and practices in 1984. These are: (1) Raising the GPA threshold in the College of Letters and Science from 3.75 to 3.9; (2) Eliminating Educational Opportunity Program (EOP) protection for non-underrepresented minorities; (3) Proposing an SAT verbal minimum of 400 targeting only permanent resident applicants; (4) Reducing a disproportionate number of Asians admitted through Special Action.
>
> While noting the disproportionate impact on Asian American applicants individually exercised by each of these policies, the Shack Report failed to make the link to an overall pattern and practice of unequal treatment. Administrators were faced with many options in dealing with the surge in applications that year; however, they chose only those that disadvantaged Asian Americans. Whether intentional or not, the implementation of those options in 1984 was discriminatory and led to a significant reduction in the number of Asian American admittees, especially those from low-income and immigrant backgrounds.

> In public testimony before two state legislative committees, the Chancellor has apologized for the manner in which the University has responded to Asian American community concerns. The Chancellor has also expressed regret that "we did not give greater attention and consideration at the time to the effects on Asian Americans of the [admissions] policies in question."
>
> It is the general feeling that now is the time to take final action remedying the questionable policies of 1984, put the events of the last five years behind, and move forward in a positive manner.

Several positive developments have already occurred. The possibility for major essential improvements are reflected in the March 17, 1989 draft proposal by ATFUA to the University (below):

> On June 17, 1985, the Asian American Task Force on University Admissions (ATFUA) made several recommendations to the University of California, Berkeley. Several recommendations have been accepted and carried out either wholly or partially by the University. The following points of agreement represent the result of our continuing dialogue and negotiation over the last few years. In our opinion, they constitute a significant breakthrough in our negotiations and a solid foundation for future cooperation between the University and the Asian American community in matters related to University undergraduate admissions.
>
> (a) The University acknowledges the importance of providing protection for UC-eligible applicants from poor or disadvantage background regardless of their racial background and agrees, in principle, to administer its EOP program on the basis of such applicants' socioeconomic status, residence in the nine Bay Area counties and academic qualifications.
>
> (b) The University recognizes its responsibility to teach qualified students with either language or mathematics deficiency. In particular, the University acknowledges the growing language needs of California's immigrant population and agrees in principle that their deficiency should not be the basis for rejecting academically qualified applicants. Furthermore, the University pledges to provide full funding for high-quality English-language instruction to this growing student population.
>
> (c) In light of the growing immigrant population in California and the inability of many to meet the rigid language requirements prescribed in the a-f requirements through no fault of their own, the University agrees to develop flexible and reasonable guidelines for evaluating those UC-eligible applicants who cannot possibly fulfill some of these subject requirements, notably b and e, the four-year high school English and two-year foreign-language requirements.
>
> (d) The University agrees to petition the systemwide administration to press the College Entrance Examination Board to come up with Asian language tests within two years and to serve notice that the University would cease to use its testing service should CEEB fail to comply with the request within the said period. In the interim, the University agrees to take appropriate and necessary steps to make sure that any student who is proficient in any of the Asian languages is not penalized by the non-availability of such tests.
>
> (e) Pending further study and consultation, the University agrees to suspend the use of the supplemental criteria, introduced in 1985, for admitting some of the students in the competitive channel of admission.

(f) The University agrees to disclose fully the procedures and criteria used by the Office of Admissions and Records to refer "ineligible" applicants to the Special Action Committee for review and admission.

(g) The University agrees that all applicants in the "protected categories," except the underrepresented minority categories, should be protected regardless of race or gender.

(h) In light of the ethnic diversity within the Asian American population, the University agrees to petition the systemwide administration to refine the Asian ethnic category on the admission application form and in data collection.

(i) The University agrees to provide annual public accounting of freshman and transfer data on application, admission, and enrollment by tier, by ethnicity and by college and to include Academic Index cut-off points by college in tier I, the competitive process of admissions.

(j) The University agrees to include minority representatives in all committees or task forces that formulate, monitor or evaluate admissions policies. The decisions made by these committees will be made public and sufficient lead time will be given to allow high school students to meet the changed requirements.

(k) The University acknowledges the underrepresentation of Asian Americans in the upper management and agrees to develop, in consultation with ATFUA, a three-year affirmative action plan within the next three months.

Category #2: Matters Pertaining to Campus-Community Relations:

Many comments from community members focused upon the importance of education and achievement within the value-structures of the Asian American community, and the need to provide open dialogue on these matters. The following, excerpted from the transcript of the April 30, 1988 meeting, reflect sentiments of many members of the Asian American community.

> Education is viewed in the Asian community and I think in a lot of other sectors as a key to social mobility and so as a resource ... the University [is] a public resource and it's a public resource in terms of access that should be available to all segments of the population of this state.
>
> There are enormous economic pulls on those families and that's why the redirection of EOP students, we thought was particularly painful ... those students ... are a part of that family economic unit, at the lowest income levels in the Asian community.
>
> Given the cultural importance of education to Asian Americans and their communities, the placement of a cap on the admission for qualified students may tend to have an eroding effect on those values. [It's important] that people understand what the rules of the game are and they know ahead of time, so that they have ample time.
>
> What makes this University great is its research, and this is why so many people want to come here, and there is a trickle down effect. But, in the community that you've been speaking about, do you have any sense for how they feel about the relationships among research, teaching, community services missions of the University?
>
> Because the American born segments in particular have a great deal more multicultural, multiethnic contact and experience, I think you have a greater potential for sensitivity to communicate those kinds of issues that we're looking for.

> Unless the University understands what its role is, in serving the larger community ... not only the community here in California but the community in Asia then the University will [give] away a lot of its goodwill ... I think that the inability of the University to understand what its role is, will cause it to lose some of the brightest minds in both California and Asia.

The subcommittee recommends that procedures be established whereby communication from campus to community and from community to campus is improved so that meaningful dialogue can occur on a continuing basis. The following means to implement this recommendation should be investigated:

(a) The establishment of a standing committee on University-community relations.

(b) Improvement of relations between the Campus and Asian American alumni, including the Asian American Alumni Association.

(c) Development of an on-going series of public meetings, forums and symposia on issues of interest and concern to both campus and community. The Asian American community has shown a strong desire to be kept informed and to be consulted about a wide range of campus issues particularly as they affect Asian Americans.

While the Community Subcommittee realizes that other subcommittees will specifically address faculty and staff concerns, matters pertaining to campus climate and visibility with regard to the participation of Asian Americans in all phases of campus life was a concern that also arose numerous times in our investigations. The following comments excerpted from the April 30, 1988 hearings reflect such concerns.

> [A hospitable] campus environment, and that's as much a part of the issue of retention as academic preparedness. Because that environment is one that helps you stay and helps you continue on.
>
> I think the feeling we have is, there's not [enough] Asians involved in the administration and the higher levels of administration, and also, the professorships and tenure in this area.
>
> Some people have talked to me about this argument that I call the "model minority myth with a twist," and that is, that the Japanese Americans as a group tend to go into the hard sciences or medical school, not to law school and that is why Japanese American applicant pool, relative to other groups, is weaker. The idea of affirmative action, in my view, is that diversity of the institution and the richness that diversity brings to that institution, and the argument changes depending on whether you are talking about the undergraduate or graduate level or in terms of the faculty.

Category #3: Equitable Representation of Asian Americans in Campus Affairs

The Subcommittee recommends the following as important measures to implement greater participation of Asian Americans in all phases of campus life and to enrich the multicultural climate on campus.

(a) A Vice Chancellor for Minority Affairs (or equivalent position) such as has been established at other universities should be developed. This official should have overall responsibility for improving and restructuring, if necessary, existing campus units and creating such new units as are needed to oversee minority affairs in all aspects of campus life.

(b) A "Special Assistant" to the Chancellor for Asian-American affairs who would have responsibility for coordinating the concerns of the Asian-American constituencies on campus. This person could serve as a liaison with community groups, perhaps through a Vice Chancellor for Minority Affairs.

(c) Immediate steps should be taken to significantly increase Asian American participation at all levels. Recruiting, leadership development, and training programs should be instituted. Minority members of both sexes should be sought, both on and off the Berkeley campus, to fill positions. Particular care should be exercised to insure access of Asian Americans to those higher management administrative structures in which important decision making is vested.

(d) Efforts should be undertaken to increase Asian American graduate students especially in those disciplines where they are underrepresented, such as humanities and social sciences. Appropriate mentoring and support services to facilitate this need to be developed.

(e) The campus should explore ways to increase Asian American faculty, especially in those disciplines where they are currently underrepresented, such as humanities and social sciences. If necessary, mentor and other support efforts should be created whereby potential faculty might be developed and younger faculty assisted.

CONCLUSIONS

The University of California can best fulfill its high missions to research, teaching, and professional and community service when it maintains open and positive dialogue with all the people of the state. The appointment of the Chancellor's Advisory Committee on Asian American Affairs, and present efforts to include Asian American input in the admissions process, we believe, have provided a valuable beginning.

COMMUNITY SUBCOMMITTEE MEMBERSHIP

- Walter Hoy, Co-chair
- Ken Kawaichi, Co-chair
- Roberta J. Park
- Lillian K. Sing

CLOSING REMARKS

VIII. CLOSING REMARKS

As a California land grant institution, Berkeley faces a major challenge as it enters the 1990s. That challenge is to serve the educational and research needs of the state's extraordinarily diverse population, and to reflect that diversity, in its enrollments, its curriculum, its faculty and its staff. While we were asked to address issues as they pertain specifically to Asian Americans, we accepted our charge as part of this overall effort.

With respect to Asian Americans, accessibility and admissions were highly contentious and controversial issues -- they represented a sad and sobering experience for nearly all who were involved. That chapter now appears to be over as we look forward to a much more open and cooperative relationship between the campus and Asian Americans on these matters.

What now emerges as the major Asian American issue is a deeply-rooted and somewhat nebulous problem: Asian Americans do not enjoy full participation in the affairs of this campus. In a general way, this problem manifests itself in campus attitudes that range from open hostility to ethnic and cultural insensitivity. More specific examples include the lack of programs, support services and resources to meet Asian American student needs; the lack of Asian American graduate students and faculty in fields outside of engineering and the physical sciences; and the lack of Asian Americans in academic governance, in the upper levels of administration and in the management job groups.

This is a complex issue that necessitates a multi-dimensional approach. It will require institutional change, implemented at structural, policy, and resource levels. It will require attitudinal changes by people at all levels and from all sectors within the university and the larger community and can only come about through communication, education, personal resolve and introspection. Finally, it will require continued vigilance from those committed to the vision of a great university that provides equal educational and economic opportunity to the diverse citizenry of California.

ASIAN AMERICANS
AT
BERKELEY

A Report to the Chancellor
May 1989

THE UNIVERSITY OF CALIFORNIA
1868

APPENDICES

ASIAN AMERICANS
AT
BERKELEY

A Report to the Chancellor

May 1989

Appendices

List of Appendices

Appendix I	Transcripts of Student Hearings
Appendix II	Sample of Faculty Questionnaire
Appendix IIIa	Staff Job Group and Occupational Categories
Appendix IIIb	Asian Staff Survey and Tabulation
Appendix IIIc	A&PS Survey and Results
Appendix IIId	APASA Letter
Appendix IV	Transcript of the Public Forum and Written Statements from Community Organizations and Concerned Individuals

Appendix I

Transcripts from Student Hearings

STUDENT HEARINGS

Presentations from Representatives
of Asian American Student Groups

May 1, 1988

STUDENT HEARINGS

Presentation from Representatives of Asian American Student Groups

May 1, 1988

Speaker #1

...and the subcommittee began shortly after the Spring Semester began. We'll be finishing up with our investigation and information collecting at the end of this semester and then we'll proceed to an information-review period, and then we'll be coming out with a report in the middle of the summer which will be available in the fall. So we definitely plan to get some feedback to you beginning in the next academic term. So, maybe we can begin - it's all yours.

My name is [________] and I'm a freshman. I just started this fall at Berkeley and I'm going to be representing ABA. First of all, I'm not a Business major but I joined ABA because I felt I needed social interaction in a highly competitive academic university. I've heard a lot of good things about ABA and from what Asians know, it's the club to join for social interaction.

Could you tell us where you came from?

I came from Oakland, California, about 4 or 5 miles from here, but I live on campus, which is incredible that my parents let me do that. That also is important - being able to live on campus, to be able to interact with students more independently, more freely, than to have parental restraint. I think when you reach the age of 18 or 19, your parents will realize that you're older, but still, living on campus has its advantages. I have an apartment and I've been very happy. I haven't been suffering academically. Because if your parents say, "I trust you. I'm giving you an apartment", you don't want to break that trust.

I should tell you something about ABA. In our constitution, this is what ABA is. The Asian Business Association is a non-profit, student voluntary organization which provides students interested in Business with a viable source of information. We promote development of leadership, skills, as well as the enrichment of the student's social and professional contacts. And that's what it exactly does. Students who aren't majoring in Business join this club, but the majority of its members are Business majors. And, through this club, they get to have contact and interaction with professionals from the top 10 corporations, Coopers & Lybrand, Peat Marwick, et cetera. And, it also provides a basis for encouragement and support for other academic studies. And it's a way to not only meet people, but to help and support people at Berkeley. I think every student here goes through a depression period at this school - one in four years. I mean, I've gone through it already - one time each semester - and you need support when you go through this depression period. I think this depression period is caused by the academic vigor, and your dedication to your schoolwork, or the realization that you're not doing as well as you want to do. This is a cut-throat school. That's what I think. But the good part about coming to this school is that, if you come out O.K., then you'll do really well - in whatever you do. And if you emerge capable of handling this school, then you can do anything you want.

What I want to emphasize, in terms of Asian student concerns, is, first of all, I'm going to briefly go over 3 things but I'm going to focus on 1 thing. I think Ethnic Studies is very important - that being the highest priority. Secondly, I'm concerned about Asian's admissions and, lastly, I'm concerned about having a re-emphasis on Social Sciences in the ____. I am not a Business major, I am a Political Science major. People say, "You're a Political Science major, you're Chinese. Very strange". And I do feel strange sometimes in my classes because, in my classes, I'm one of the few Asians in the classes. But I don't find that intimidating. I find it as a way to interact with other people, other than Asian people. That's not to say that I reject my culture because I really appreciate my culture and I'm also in the process of re-learning the language. I've lost the language, I think, in the process of junior high school/high school, just interacting and becoming more outspoken, but I've come to realize that my culture's very important to me. And I think that students realize that too. That's why Ethnic Studies should be greatly emphasized. If you deny them the opportunity to learn something about their culture, then it would be a disservice to the students. I'm not against Western Civilization, but I'm for Ethnic Studies as well. I think that could help. Not only help with understanding, but also help a student to learn something about their culture or to better appreciate it.

I think a lot of Asian people have what is called "historical amnesia", where they come to assimilate to a point where they don't really know that much about their culture, or care anymore. And that's very sad. I'll briefly gloss over that.

What I want to emphasize here is Social Sciences. I really want to see a re-emphasis in that. I think that Asian students want to go into the field but, I think they're afraid to, for some reason. Maybe because of the intimidation, because they don't see a good representation of Chinese or Asian people there. And I think people should provide encouragement for them to go into it. For example, you see in the magazine Tea Leaves, which is a student publication, published by Asian-American students, you see talent in that magazine. And what you should do with these people is, you should encourage them to do something with their talent in English and poetry, in playwriting, in political science, in public policy, etc.

They shouldn't be confined to a sphere where they can only major in Civil Engineering, Math, Biological Sciences, Computer Science, Architecture. And I think that's going to help both people, both types. First of all, it's going to help students become more aware that there are other things _____, and also, I think people have a stereotype of Asians going only into this sphere, and that's unfair competition. If you make other majors more appealing to them, and you encourage them, they're going to go into it. And I think it's going to work both ways; it's going to help both sides. It would make it more diverse. It would also, perhaps, change the attitudes of Asians; I think it should greatly influence Asians.
I'm not saying that these fields are not important - like Civil Engineering - I believe they're very important. But I think there is an over-emphasis sometimes, especially among parents of Asian people, that you should go into it because, first of all, you're going to be stable economically. That has to be dispelled. You could be stable economically and major in English, History, Public Policy, whatever you want, if you're good enough. And that has to be. And that's why I'm going into Political Science. What I want to do is I want to have background in Political Science, perhaps go on to Graduate School at the Journalism School and ____ as a journalist. So I'm doing something different. I'm sure a lot of people are doing that right now too, but I think I stand out in terms of how Asians are more outspoken. I'm more assertive as a person and I want to see that same assertiveness in other people; I just don't see it. They're very passive, sometimes, and that's a bad stereotype because it's not true. But I think people have that stereotype and I think people should be aware that that's not ___. I think that's it, if you want to ask some questions.

You commented, I know that we need to get into the question and answer part, where you said that Ethnic Studies was important, you wanted to see a re-emphasis in Social Science. You also mentioned that Admissions was a concern. Do you have just a comment or two on that ?

First of all, I know enough about Ethnic Studies and Admissions to comment on it. But I know the least information of the three on Asian Admissions. I don't know the process. I've heard some things about the process but I don't think I've heard both sides. So I think it would be unfair for me to make any comment on it.

You said that you were concerned about it.

I am concerned about how the number of Asians in that there is some unfair way of letting Asians in right now. There's some process in which they get slighted in some way, or people are let in or preferred over Asians and I should be, and I am, concerned. I haven't heard both sides and I think it would be unfair for me to comment on that, but I do know that I am for Ethnic

Studies. I think that's very important. If you let students continue to learn what they learn, then there's no way for a person to encourage them to learn about their own culture. That's very important.

Have you seen the new proposal? (It's very broad) It isn't called Ethnic Studies, it's called "American Cultures" I believe, ______ and there was a reason for that. You have seen the proposal in its entirety?

I have heard about, I've talked about it. But you read in the Daily Cal not necessarily the way the proposal said something...? Exactly. I don't know how fast copies of that proposal got... I don't think it's been circulated very widely. It's not circulated yet. I haven't seen it in it's form, but I became upset when the secretary William Bennett went to Stanford and landblasted that school, what it did. I mean, he's a representation of this educational system in this country. I don't think he should have done that. I'm very glad that Stanford did and I encourage Berkeley to follow suit.

Maybe now we can begin with general questions (O.K., that's fine) or some follow-up on anything additional that people may have in terms of questions.

Do you have any ideas about how the University could approach parents of Asian students who are pressuring their students into a field that they may not really wish to pursue? That is, I'm the Director of Advising for Letters and Science and I very often find students in academic difficulty, Asian students, who are following a field because their parents want them to, because it's practical, because they do see it as an economic ____ in their future. And the student is either not suited to that, or would prefer to be doing poetry or something else.

Yes, I think a lot of good talent is being looked over. I mean, they have talent, they could be very talented in Engineering also, but if they enjoy doing something, for example, poetry, then they should go for that. I think the students should emphasize that, too, with parents, _____ it has to start with the students. If that person wants to major in that field and his parents, or her parents, don't want him or her to major in it, then he should emphasize it. That's what I did with my parents. And I made them understand that I was going to do well, I was going to be O.K.. I think I showed myself to be a responsible person and so they said O.K., go for it. My sister, who is also at this school, is a History major - very different- and it's American History, although she emphasizes going back to culture as well, and she's also for Ethnic Studies. But again, to answer your question, you should start with the student and encouragement should come from the school. I don't know how, in terms it should come, perhaps making it more appealing to parents in what you could do with poetry. Maybe parents aren't aware of what fields are open. For example, with English, you can do anything you want with English. You could become a professor, you could go into journalism, you could work for a communications network - anything. Every single field needs English and so, I think parents should be made aware of that. You can do things with these things, with these _____ social science majors.

Through your experiences with different students you've come in contact with, do you feel that, qualitatively, there is some sort of difference between the lives or the educational experience of foreign-born and native-born students? (Asian students)

I don't see them interacting as much and that's sad. It's very sad that the Asian culture is divided itself. If we could become united, it would be very important and it could promote unity and understanding among our own culture. First of all, we don't have that unity. It's very rude what the native-born people call the foreign-born people - F.O.B.s - whatever. I've never taken that side, I've always been against treating people in a very rude or crass way and I see people equally, in my eyes. We're all equal. And I don't like the way some students are treating other students just because of the place of their experience before coming to this country, where they were born. I do think that foreign-born students have a harder time adjusting. And maybe that's why they want to become assimilated, to be able to fit in. In the process, I feel that sometimes they may be neglecting their culture or they might be wanting to get rid of it - to be able to be accepted. That's something I would never do.

Do you see the same sort of discrimination by the foreign-born against the native-born?

I do. I kind of can't explain it but it's obvious, it's manifested in the gangs; you see all this gang warfare happening in Chinatown in New York, Boston, San Francisco, and that's frightening in itself, but I do see it both ways. It happens both ways. We're not only discriminating against them, or we're not having bad feelings against them - they also have bad feelings against us.

I notice two things that are really standing out in your presentation is, one, competitiveness. There's a tremendous competitiveness situation for Asian American students here. The other thing is that you're mentioning a lot of the Liberal Arts and Sciences and directions that Asian Americans are going into in that direction. Like, for example, I don't think that's necessarily true about seven or eight years ago. When I was going through the programs, and so forth, most of the Asian American students were still mainly in the technical fields, even though they were native-born here in the United States. Now what you have is a very, very strong shift of the Asian Americans, native-born, especially going into the Humanities, Liberal Arts, and the general professional fields of Law and things like that. The question I have is how do you think these Asian Americans, these native-born Asian Americans, are reacting and adjusting to the problems of, number one, making their parents realize that these are viable options for them and, number two, how do they make the larger society or the larger academic community realize that they're going into these professions and earnestly going into them and being treated the same? And perhaps, number three, how do they react to their own competitiveness with themselves, with foreign-born Asian Americans, and with white students and other students that might be on the campus?

Going back to the first question, (how would their parents react), they either reject it or accept it - that's what it basically comes down to. And it's on the part of the student to say what's more important - pleasing my parents or pleasing myself and making myself happy. That's what it comes down to. It would be wonderful if parents support their children but the students ultimately make the decision. Your second question...

Do most students feel comfortable with those kinds of decision-makings from your personal experiences?

Personally, yes, I'm very happy that my parents _____ and my parents were not born in this country. They married and then they came directly to America in about '68 or '69. So they're very traditional but they accept what I want to do and they trust that. Did I answer your question? I hope I did - I want to answer your question. (Sure, that's fine).

Your second question is how do they adjust to what they major in if it's a non-traditional field? (Non-traditional field that most Asian Americans weren't into before). First of all, I think they would have to go out of their way to prove themselves. I mean... (a super human kind of perspective, huh? That you have to do..) ... but I don't want that perception known as these people turning into "bananas" - you've heard that phrase - because that's not true. Just because you may want to go into English doesn't mean that you're a banana. It means that you want to go into English because you want to go into English. And that's a bad stereotype that I don't like because people, I think some people may perceive me to be a banana but I am very traditional, I am very aware of my culture and I appreciate my culture.

Do you speak your parent's language?

Well, actually, like I told you, in junior high school, I became more assimilated. I grew up here, I was born here. But I do speak it, yes I do. I do speak it but I think I should know more than I speak and I think I should be able to read and write as well, which I don't. I do know how to read some but I cannot write. But, that's why I'm taking some classes in Mandarin next semester. It's the only language at Berkeley it has under Chinese. I wish they offered Cantonese but they do not.

(I didn't realize that.)

Oh, they should. I think they should. I would really prefer to learn Cantonese.

You talked about the attitudes of other Asian students on campus. Do you think the way you feel about Ethnic Studies and Asian Admissions and all that, is that typical of their attitudes of Asians of, perhaps, in the ABA?

That's a very general question, first of all, because it depends on the major. For example, you have Engineering majors; of course, they might be opposed to it because they have to fulfill certain requirements.

(It wouldn't change their requirements. They have 18 units that most people don't realize engineers, in Electrical Engineering at least, have more freedom and greater breadth degree requirements than most L&S majors). And that's why we should be all for it.

(And they're required to take 18 units of Social/Humanistic in these courses. If they don't satisfy Social/Humanistic requirements, they're not going to be...)

It's going to be better them at the end...

(Well, so it doesn't make any difference in terms of burden - and they're not opposed to it).

Oh, they're not? That's very good. I know there's a vote on May 10th and I hope it passes.

Do you find your opinions to be in the minority in terms of when you talk to other Asian students?

(No).

No? There's large support for Ethnic Studies?

(I think so. I mean, I hope it passes because it would be a disservice to the students if they want to learn about this country, and the school says, 'Oh, that's O.K.').

Is it discussed in ABA?

ABA does not have, as a group, a stance on Ethnic Studies because we have a lot of different opinions and we couldn't reach an agreement. That's why we don't have a stance. Personally, and around people I know, it's emphasized - these people are for it and support it.

I have two questions. First of all, you mentioned that you joined ABA even though you're not a Business graduate because it was a source of support- academic and social- and I was wondering if there was anything else in the way of student services or support that you're familiar with or is available to either you or other Asian students, or do you perceive it to be any problems in that area?

I think Asians tend to be shy to go for help which is really sad. When they need help, they're depressed. I think they sometimes keep it within themselves. They have to deal with it themselves, which they can't do. The services are being offered. I don't know to what extent they are because I haven't used them. I've used just the support of my friends and my family, my sister. But, I don't know the extent of what you offer to students at this University______ service and understanding and counseling, but I haven't used it. I have used L&S advisers and I find it helpful, but I think students are also afraid to approach them, for whatever reason. I don't know.

You do think that Asian students are very reluctant to use the services and the counseling center?

Right. They're timid. They're not willing to go out of their way to express themselves. They like keeping things within. ___________ or they just keep it inside and that's the wrong way to do things.

Even if there was greater outreach to Asian students, informing them about the services, would that make a difference?

I think that might. If they became more aware, as in "we really want to help you" - it's not like we're being superficial and we have to have it at a university because it should be offered. If you convey the fact that you really want to help these students, they're going to start coming to you. I don't know how it's being conveyed right now. I don't know if people are actually coming to your ______.

Do you think it would make much of a difference if there were more Asian staff people to provide those services?

I think that would make a difference because I think they would be more comfortable, especially foreign-born students. I don't know what percentage of the Asian population here is foreign-born, but I think that would help make things easier.

(Do we have those figures about the breakdown between foreign and native born Asian Americans. What is provided in those? It's about 50% of the Asian population.) I also think that American-born Asians find it more comfortable to be around Asians.

My last question, although this is kind of choppy and I know there's a lot that could be said about each of these questions, but there's some specific things that we're interested in. You kind of alluded to this earlier - I'm going to re-ask the question again. Have you experienced any opportunities or any particular disadvantages, because of your ethnic background, at the Berkeley campus? Or do you know of any other instances where this might apply?

Yes, I have known instances where it has applied but, it hasn't really applied to me. I think one reason's because I'm the way I am. I mean, people see me in a different way from other people. But, yea, I do think that Asian students get taken advantage of because of the stereotype they project - the woman being passive and I think the males at this university tend to take advantage of their passiveness. Males, in general, I think. Maybe in relationships or something of that sort. And I find that sad. That's one thing in terms of gender. Maybe academically, other people dislike Asians because of their "competitive nature". People have to realize that not all Asians are as intense in academics as other people.

But you must realize that every year in the paper comes out this thing that rates the Asians at the top of the competitive groups for admissions. For everything else, it's a reinforced idea with those things. It's not true, and it hurts Asian people who can't excel at that level. They don't know where they fit in - they go, "Well, I'm Asian, but I'm not like an Asian". Maybe that's something else. Socially, I think Asians, and other people, tend to stick around their own people. They tend to stick around their own ethnic group and I don't do that. I go out of my way to meet other people of other ethnic groups because I feel it's very important to have this interaction with your culture and then without your culture. Just getting to know that. I believe that we should have a Cultural Day. I'm going to run for Senator and I think in the next few semesters. Academics come first in my agenda. What I want to see at this school is a day where all these groups can interact together - a cultural day. I think that UCLA has one of those things. That has not been proposed at this school and I want to be able to propose that and see that it goes through and maybe have it at Underhill, kind of like Cal _______. I think it's important for other groups to interact with other groups. This school is so diverse yet all the groups, all of this diversity is in little "chunks". You don't see it interacting, amalgamating into this one diverse student body - it's separated. What I want to do is be able to combine these groups instead and find friends in here too and you could interact with these people and you could see how their cultures are __________ __________. In that sense, I would say that would make Berkeley a diverse school - this school is diverse, but only to an extent. And you don't see the diversity interacting with each other - you just see it in little chunks. If you look around, just go to Dwinelle Plaza at certain parts of the day. Go on Tuesdays at around 3:30. Nothing but Asians. No one there - only Asian people there. If you go on another day, it's very different, and I think there needs to be an attraction where everyone's going to hang around. Kind of like how Sproul is, only more extensive, to that extent. So, that's going to be on my agenda whenever I pursue it. I don't think anyone has thought of that.

That's been a long existent phenomenon kids. My wife was Chinese, we were employed by the University for many years, but she use to meet her Asian friends for coffee on the Terrace. But that's been a long, long time. I didn't know how long this has been going on but I just want to ___ interaction. Because I like interacting with different people other than Chinese or Asian students. I find it very fulfilling, I find that I learn a lot from them too and they learn a lot from me. I think a lot of people haven't taken this opportunity. Whites haven't taken the opportunity to interact with Blacks, Blacks haven't gotten the opportunity to interact with Asians; I mean, not necessarily in that order. I think it's important. I think it's going to enhance your education and your awareness of different cultures at this school and you'd get more out of this school. Not only in terms of academics but in terms of better understanding of people in the world - not just this country.

Speaker #2
...basically, I was just going to maybe tell you a little bit about ABL. It's all summarized in the brochure but I could tell it to you right now and then I guess you could take questions. Basically, this is our 6th semester, it's ending, and we were started by a group of mainly electrical engineers. They felt a need for a Business organization that dealt more with the needs of non-Business majors rather than all of the Business School clubs that dealt mainly with pure Finance, pure Accounting, pure Real Estate, things like that. And that's reflected in our professionalism. We have technical to management seminars. Just this past semester we had a joint seminar with Career Planning Placement Center on Biotechnology and Medicine. We had someone from Lucas Films come and speak about the film industry. We have Dress for Success seminars on how to interview, how you should wear things when you go on an interview and different things like that. And then we have the social aspect of the club which is to help, more or less, the freshmen or the new juniors get involved in our organization. We have a Buddy program that was just started 2 semesters ago and that helps a lot. We just started a scholarship this semester; we are offering three $100 scholarships and I can't think of anything else.

Maybe we could ask you questions. I should just say that this committee is very much interested in your academic and extracurricular experiences, particularly anything that has affected you, positively or negatively as an Asian American student. So we're just trying to find out more generally about the quality of your overall educational experience, either yourself or other members of the Business League. Maybe I can just open it up for general questions. O.K.

One thing that really stands out is in this brochure is the very strong importance of mentorship, or something like that. I mean, in the sense that you have people who are out there in the industry, people who are in Business and other corporations who are doing things, who are Asian Americans, as well as the students who are here at Berkeley. Now, how has that made a positive effect for those students here and more in generic and specific terms. Could you get into that a little bit?

Well, I can only speak how I would feel personally. But when you see, for example, our Parent Chapter (the Silicon Valley Chapter), and we have a list of their names and when you go through it and you see a lot of people who are top executives, who are high in research and corporations like Hewlett-Packard, IBM, and places like that. And you feel like, I'm Asian American, I can get somewhere because they've gotten there too. I think it sets an example that if you work hard enough you can probably get there too.

Just the follow-up to that, in terms of on campus, there are a good number of Asians in Engineering and in the Life Sciences. What about in terms of the Social Sciences? Does that have sort of an adverse effect or are students here even concerned with that?

I'm not really sure because I'm in the Business School and then most of my friends are in Business and Engineering.

I don't believe there are very many Asian professors in Business, are there?

Actually, I haven't had any. I think there's one professor Wong who's Asian, but she's the only one I've seen when I go down the halls and you look at the name tags. That could be very true. As far as Social Sciences, I have some friends who are in the Social Sciences but I think there's a stereotype that it's easier to find job placement if you go into Engineering or Business, which teaches you a skill, a specific skill, rather than a way of doing things. My parents, personally, really want us to be able to just go out and set ourselves up because I'm first-generation born in the U.S. and if we can't make it, there's no one to fall back on. We don't have a long family line or a lot of relatives here so they want that kind of security, and that could be true for a lot of Asians.

Were you the one I talked to about the membership of ABL? That you're not really restricting it to Asian students and that you're welcoming other students as well?

I don't think you talked to me about that, but that is true about our Club.

You don't make the distinction that it's an Asian Business League as opposed to a Business League. I think just the fact that it's called Asian Business League tends to stop some non-Asians from joining. We have 2 members who are non-Asian right now and they're good friends but, in general, I think people who aren't Asian don't so much want to join a business league that says Asian because they might feel like they're not geared towards that kind of thing.

In terms of your group membership, in terms of foreign-born vs. native-born, do you have any sense of that?

When we started, we had a lot more native-born and then, just recently, we had this big influx of students coming from Hong Kong. I guess they tend to be kind of "clique-ey" and once one gets in, the whole group follows. So, right now, we're pretty much split. We probably actually have more foreign-born than natives.

In terms of in the group, do you feel that there's any qualitative difference in the experiences they have at the University between the 2 groups?

Do you mean how does it affect the club when you have 2 different kinds of backgrounds?

Yes, and the interaction between the members of the group. I mean, we do know there are certain differences, just between foreign-born and native-born.

Right. I can't really think of anything that has really affected ABL because we have more foreign-borns. One thing that seems to strike me is that a lot of people who are native-born don't really associate as much with foreign-borns. They have their own group of ABC's or whatever.

And maybe we won't attract as many native-born as we used to because, when you go to a table and the person is sitting there and you can tell they're foreign-born, I don't know if they'd go up and join ABA instead or what.

Has there been any kind of feeling among the ABL, whatsoever, that you have role models out there in the community and in corporations, but there's a complete, or almost complete lack of role models in Business and other kinds of professional fields?
In the campus here, has there been any response about that from the membership?

I don't recall anything being raised to me about it.

Have any of your friends experienced problems with their parents. _____, you said that your parents wanted you to go into Business and you made it into Business and life was terrific, obviously, for you. Do you have any friends whose experiences have not been like that? That is, their parents wanted them to be in the Business School or a technical field and they were not successful?

Yes, but I think that's more of an individual thing. For example, if you take electrical engineering, it's very competitive and not everyone can make it in electrical engineering. If you don't make it, I don't think it reflects on you in any way. It's just that maybe the way you think wasn't structured the same way as you need to be analytical enough to be in engineering or something. Most of my friends do pretty well in school, and the ones who might not do that well are more or less like they just came over from Taiwan or Hong Kong or something a couple of years ago. It's more or less that they're having problems in the writing courses and they had to go through Subject A and so forth and that hurt them when they applied to the Business School. A lot of them felt like, "I don't know what to do. I'm trying my hardest but it's really hard to get through the transition in language". And the Business School, I think, puts a lot of emphasis on the fact that you need to be able to communicate well and things like that.

What are these students doing?

They are just studying really hard and they are still trying.

You mean they are still trying to get in?

Right. And you can only get in up to your junior year and, once you go over like 80 units, you just have to find another major. And if they don't get into Business, a lot of them just find another major.

You can't tell us of any experiences of what happens to them or how their families feel about that, or how they feel about that?

Well, I'm actually a sophomore right now but I applied one semester early to the Business School, so most of my friends are just going through the application process right now. I have one friend who's very worried - she doesn't know whether she'll get in or not. She was just telling me that she knows her parents will probably be disappointed but it's O.K. because life will still go on.

I'm curious to know if you, or people you are close to, your friends, have experienced any problems because of your ethnic background at the Berkeley campus, in terms of relating to the students in the larger student community or anything that has to do with the broader campus activities?

I haven't really experienced any problems and I've really liked my last 2 years at Berkeley a lot. One thing I think I noticed when I first came here was there are a lot of Asians here and I grew up in a town where there were close to no Asians. I'm from Florida. Close to no Asians. One thing that really struck me is that people seem to group off, and Asians tend to all group tog and, in fact, I even ended up doing that. Most of my friends are Asian and it's just so stran when I think about when I'd go home, all my friends are non-Asian. When I come here, mo my friends are Asians. I talked to some other friends who are also from Florida and other p that didn't have many Asians where they grew up and it's the same way. We haven't quite s out why that happens to us but that's one thing that I find kind of puzzling.

What is your sense of your Asian friends, in terms of the support services that they use on campus, like L&S, the Student Learning Center, the Career Planning and Placement and counseling? Do they tend to use those services or do they tend to use their peer group as the main source of support?

I don't know of anyone who has gone over to counseling.

(How about Student Learning Center?)

Most of my friends who go to Student Learning Center go for help in English, and I persona used it for Econ. and Bus Ad I and things like that, because I figured that there's a service o there and it will help you in your school work. Some people think it's a waste of time becau moves too slow, and some people find it helpful. I think that's about the same as with anyon on campus. Mostly, my friends utilize Career Planning Placement when Summer jobs come around, and that's all they do.

Do you know many students who are commuters? Do you know if there is a large number o small number of students who commute to school?
In our club, I think we have quite a few. For example, in our past Cabinet there were 12 of and 2 were were commuting from San Francisco. I probably know about 7 or 8 people who commute and I'm not sure what the others do.

I assume you know them personally. Do you know if their experiences are any different tha those who are campus residents or who live right next to campus?

They don't feel like it's easy to meet people and to mix because, once school's out, they go h I think they're missing out on a large part of college but there's not much they can do about guess cause housing is kind of hard to get here.

(You live in the dormitory?)

I live in the dorms.

Are there any other questions? Well, I thank you very much for coming and, at least, bringi the brochures and telling us a little bit about your experiences and spending time with us. you very much. Good bye.

Speaker #3
My name is [________] and I've been a coordinator for Immigrant Student Project since last August. I've been with the group as a volunteer since '86 so I've been with the group for a One problem I think with Immigrant Student Project would be, as the name says, we should serving all kinds of immigrants - not only Asians - but we've been serving only Asian immi students. And actually, just not only immigrants. We basically welcome anyone who would to join, but a lot of them would have bi-cultural backgrounds; they would have been born somewhere else and then came to America, later on in their childhood.

One thing I would really like to see with all the Asians on campus is that I would hope that would go out of their little Asian group and be more diverse with other cultural groups on campus. You know, with whites, with blacks, with everyone else, because, with many servic campus, I know they're out there trying to help this particular group, as in Asian immigrants, Asian American, whatever. But, in a sense, you're sectioning them off. They say, "I'm identifying you as an Asian and I'm helping you" but, rather, I would like to see a group that tried to diverse everyone and have everyone join together and do something. That's just what I see.

In my personal experience, I'm a computer science major and it's rather a stereotype for most Asian students to be in some kind of science major. Actually, my parents even gave me pressure that I should go into some kind of practical thing. To get out of college and get a job right away. And, in those majors, a lot of the people you study with and go to classes with are Asians, in my case. You will find it kind of hard to break out of that group, of just being Asians around you. That's epidemic. So, people would have to make an extra effort to go out and join extracurricular activities to meet other kinds of people. That's what I see as my problem.

I would say that most of my friends are Asians and sometimes I ask myself, " What's happening? How come I don't have any other type of friends?" I heard the girl before me talk and I still have the same feeling. I used to go to a boarding school in Upstate New York and I was the only Chinese there. So, it was rather strange, and I just hope to see a mix between everyone on this campus. That's what we're trying to work on in Immigrant Student Project. We're trying to expand the project, although we haven't come up with a perfect plan on how this could all work out. People say that the ethnicity of the coordinator will affect the whole group, and this and that, so there are a lot of little problems that we can't solve.

Speaker #4

My name is [________] and I've been with ISP since early this semester, February, but I've been with ISP since my freshman year, which was '86. When I first entered the project, I knew I was going into an Asian group because I got letters saying, "We're having a special orientation for incoming Asian students", and so I went to a regular counselor, but I thought, "why not?" I was the only one from my high school coming here this year and didn't know anybody, so I decided to attend as many CALSO's as I could. When I went to the orientation, I found I liked the group so I got very involved in the group, starting my freshman year. From there, we worked on different projects (Asian Pacific), but I kept asking [________] - she was the coordinator before I was hired on- and [________] and [________] how come it's called Immigrant Student Project and, yet, we're not serving all immigrants. I was told, "we started off just looking for a core group, and it just happened that the most interest showed up from the Asian group on campus". And so we geared all of our activities toward them, and now I understand that it's going through some major changes. It's under consideration to expand, to open a new group just for Asian Americans. It's a confusing time, not only for the coordinators, but for the people higher up. But I agree with [________] that it's time that Asians break out of their shell. When I've run into people who aren't Asian I've been asked, "How come you're not quiet like other Asians?" Well, I'm sorry. "You talk too much." I do? And that just comes from my background. My parents love to hear my voice. Now, they're complaining that they hear it too much. But, I went to a Catholic school for high school and grammar school and it was always mixed. There were a lot of Asians, but there were also a lot of Blacks, a lot of Hispanics, and Whites. It was well rounded and, especially coming to Berkeley, even more I've ran into people. I'm a Poly Sci major so, that's a Liberal Arts major and, according to people here, that's not exactly an Asian major. So, I've gotten people who say "How come you don't like science? How come you don't want to be a doctor?" and I say "I faint at the sight of blood, so I can't be a doctor." I was lucky my parents never pressured me into going into practical sciences and pre-med, computers. My parents are both chemical engineers and I expected pressure, but they didn't pressure me at all because it turned out that their parents had pressured them to become chemical engineers.

It's been fun at Berkeley. ISP is not the only group I've been involved in. I'm involved with the Alumni Scholarship Club, which is very well-rounded, in terms of ethnic diversity. It's funny because they do say, "why aren't you quiet? You know as many Asians as you do other races and other ethnic groups." And they wonder because, supposedly, I'm suppose to be the quiet one. And I just say, "I'm sorry. I was never that way for as long as I can remember. You can ask all of my previous teachers, they wanted to tape my mouth shut." So, I'd like to see that happen to a lot of Asians. Not only to get involved with Asian groups, but throughout the University. If there is any way we can help with that, I'm sure we'd be happy to.

I would like to say something about what I have seen through working with ISP. As the girl before me said, about the language problem part, I do have some volunteers who are in the Immigrant Student Project and they have some language problems. The thing about it is, a lot of them are commuters and they stay at home a lot. I think it's hard enough for them to be slightly involved in ISP. A lot of times when I ask them to speak with someone, they always tell me, "I don't want to do it. I'm not articulate. It's very embarrassing." We are having a program this summer called the Hot Line. What we are going to do is get our counselors from the ______ and call the immigrant students - the freshmen coming in and see if they need any help. I asked a couple of people and they just turned me down. They said, "I can't do it, I can't speak, it's going to be very embarrassing." I don't know how I can help them, but maybe living in Berkeley would help because I don't see them with many friends. When I see them on campus, they're always walking by themselves. I've heard some people say, "Being a commuter is really sad because, when you walk on campus, they hardly know anyone. You don't feel like you're part of this school. You just walk around, go to class and go home."

Other things would be, again, people just fall into their own group of friends. Maybe they came from the same country and they just get stuck there and get comfortable, period. That's how they spend their four years of college or more. That's something that I've seen within the group. That's a problem.
I know that you're involved in training of the counselors that will be used for the Hot Line and for the orientation that you will be giving. We train the counselors to address issues that the freshmen will be facing in the Fall. Do you have some sort of sense, is there any sort of theme that reoccurs that the counselors try to impress upon the freshmen of what their experience will be like in the Fall? In terms of difficulties and situations that they will face?

You mean what the counselors would like to tell the freshmen?

Yea, because I know that's what the counselor's move is doing - trying to give them a good sense of what being a student on campus is like.

Well, a lot of the counselors try to advise the freshmen not to take super-heavy loads, because getting into Berkeley is a big thing. Just getting acceptance from Berkeley means that you are pretty intelligent. A lot of them have a big ego problem coming in taking 17 units in the first semester, and a lot of counselors try to advise them not to do that because there is a lot more to adapt to and find out rather than study. If you are carrying 17 units, you don't have much free time to do anything else. So I think that's one thing that I hear the counselors say a lot of times - "What are you taking this coming semester? Whoa, maybe you want to drop some. Don't take Math, English, Physics all together." It happens that a lot of people attend our orientations that are in the science field.

I hope they advise these new students that they may have been the best student in their high school, but so is everybody else that's going to be competing with them. That's the real problem.

You talked about some of the communication barriers and so forth. Does ISP offer any services or workshops that focuses on communication skills?

Well, with the training of our counselors, we've had one session that allowed them to speak one on one with someone and then present something to ISP as a group. But, no, we don't have anything ongoing that would help them with their language barrier. We try, but its hard when you're training for resources too. So we only had really one session to advise on communication skills. But you do recognize that there is a great need for that? Do you refer them to another service on campus that would provide some sort of communication skills or interviewing workshops?

They will not even expose themselves to be a counselor.

They won't go to a counselor?

I ask them, "Would you like to be a counselor?" And they say, "Maybe I will help you do background work." That's what they would suggest rather than be a counselor. So they don't even actually get the one workshop.

From what I noticed the people who recognize that they have language barriers and that they can't speak with confidence, they don't even want to approach anyone for help because that first initiative is, "I can't speak the way I want to". It's embarrassing to them. With one person, in particular, I said, "Well you can't improve without really getting any help" and she said, "Well I'll be fine. I'll just stay to myself." That's kind of scary for someone to admit that, "O.K., I'm going alienate myself." It's just really hard.

And if they're commuters, they always have home they can go back to. They don't have to stay here.

That's true because I commuted my first year. I never had a language barrier but I can see how I would go home and I would speak my native language with my parents, and that's enough. I'm happy with that. Coming to Berkeley was hard, especially when you feel safe at home. They understand you there, whatever language they speak, so it's something to come home to. You just go to Berkeley to go to classes.

Do you have any recommendations or ideas how the University can play a role in reaching to these students? Encouraging them to come to utilize the services that are being offered?

I think the University can offer all the programs they want, but if the person isn't willing...it's got to be right at the root. You've got to get to the person and convince the person, and that's hard on a campus this size. You can't reach everyone. I really think the first decision to get help has to do with the person.

I had some language problems too, when I first came to Berkeley, because, then, when I was a freshman, I had only been in America for one year. I could speak and I could understand but it was a little slower and I had an accent so people picked on me at times. I moved in a dormitory my freshman year and I think that did a lot for me. People picked on me but they meant good. So, I was hoping that the University, one day, would provide enough housing, at least for the freshman class, and make it mandatory to live there for a year - somewhere in your college career. Like Marty Tikimoto, our ___ advisor, he's the Director for CALSO, I think he's doing something that's very significant. He's trying to make CALSO mandatory for all freshmen. Make it free, so you can't even have any excuses like "it's so expensive, you don't want to come". It is kind of expensive, actually. That's something that he's slowly working towards - maybe it will take a lot time. At least it's a first step since that, like [________], it's so hard to approach a person but you know you've got to try. Why not make something mandatory and expose them to a big group of people for a little longer??

I know that both of you work, because of your involvement in ISP, it stands more to reason that you're going to be working with many of the immigrant and foreign-born students. Given your experiences in working with ISP and the activities you are involved in outside of that, or having experiences on the campus in general, can you tell us anything about the differences between native Asian American students - that is, American-born Asian students - and the foreign-born students? Are there differences between the communication, socializing, anything like that?

Well, just speaking from the Filipino side, yes there is. I was born in the Philippines but I came here when I was three. No one can really tell whether I'm born here or born in the Philippines just because I have no accent, except for certain words. Growing up and then coming to Berkeley, there are... You get separated. If you speak perfect English with the right accent, you're in 'this' group. If you speak with an accent or, what they call an F.O.B., you're in 'that' group and you're ridiculed by the other group. As a defense, you say, "We're better than them, anyway." It gets to be two-sided camp and there seems to be the no-man's-land in-between where you're making fun of us and we can make fun of you. I've experienced that because I'm basically from both camps. I've lived here for so long but I can still speak my native language. What I've noticed is that when I do speak Tagalog in front of my English-speaking friends, they say, "Why are you talking that way? That's so FOB-ish." And I feel like, "What's wrong?" My parents forced me to learn it again after I forgot it and I think it's worth it. And they say, "Well, don't speak like that around us because it's embarrassing". I don't understand it. On the other side, when I talk Tagalog to them, they say, "You speak funny. You speak with an American accent." A no win situation. So, my father is getting very ticked off at me because I tend, now, just to speak English. I can't seem to win with Tagalog. I speak it at home and then my parents say, "You don't say it that way", and then I'll speak English. I just think there are two camps. It's kind of sad. Both groups have different experiences and then I think that both groups can learn from each other, if they ever cross that no-man's-land.

Is there great pressure for immigrants to assimilate?

I think it's your choice. Actually in my experience, no matter if you're native born or American born, it really depends on your family background and what you want to be and what you feel comfortable with. Personally, I don't see the cutting line of being an immigrant or Asian American. In many cases it does not have direct correspondence because I'm American born. I don't know. For me I have a lot of Asian friends. I see them as two ways. Some of them I think they've just come from Hong Kong because they speak Chinese all the time. But, no, they turn out to be American born. It's just how their family is like, and what they're used to. Ever since they've gotten to Junior High and High School they have been hanging around the same friends (ethnicity). So, it doesn't make a difference to them that they are born here. Now on the other hand, a lot of people from Hong Kong, Taiwan, they stick to one another. So that's why I see us bringing them into a diverse group of friends who are more important as trying to serve as their own group. Because they are already stuck together and, for being American born and Native born, it's up to their choice. I see people who are really Americanized; I don't even know if we need to give them the help. Because if they feel perfectly comfortable in this country, I'm sure they're o.k. They don't feel like they are from a foreign place. They're from America. I don't know if we need to help the people who are born here or from other places as long as they think that I have that kind of cultural background _________________. I don't see a difference between those 2 groups.

You mentioned that your parents wanted you to go into a practical field. What if, like [________], you had wanted to do Political Science? What would life had been like for you?

Well, interestingly, I started out wanting to be a Biochemistry major although ______ I wanted to be a doctor. My parents saw it was my freshman year, and I hadn't declared anything. But they kept telling me, "You sure you want to go through another six more years of school after four years of undergraduate? And it will be three years before you can be independent and a doctor." They kept going on. I don't think I changed my major because of them. I found out I didn't like what I was doing as much. But, I think my parents would have let me. There are many things they have their minds set on. "Can I graduate in four and half years?" "No. You've got to graduate in four." "Why?" "It's tradition, you know."
How much are the decisions of the parents are reflected in the fact that you are an Asian woman, as compared to an Asian man?

(Some talk about only having a sister). I guess my parents are pretty liberal, although my dad does expect a lot out of me after I graduate. My helping him with his business; I want too. My dad and I argue about it. He always tells me, "so what am I going to do after I retire? You're not going to help me." But I feel that my generation, there's another point of view, as in, "what's better for me? I don't want to go back to his kind of business."

My situation is funny because, according to my friends, I've broken my parents very well. My freshman year in high school there was no such thing as a social life. I couldn't go to dances, go out, or date. My sophomore year I went to one dance, junior year I went to half of all dances given. And finally, my senior year, I got to go to everything I wanted to go to. I always knew I was going to go to college and maybe grad work or law school, as I'm planning to do now. My parents told me themselves, "If you don't want to study, tell us. We don't want to spend money if you're going to waste if for four years". So right now, if I just decided I'm not interested in Berkeley, I can just say, "Mom, Dad I don't want to go to school. I want to travel the world and bum around, hitch a ride around Europe." They'll be disappointed but, they're practical enough to know if I don't want to do something I won't. And we had long discussions. Even my moving out of the house became a major issue. We have a contract signed stating that, as long as I get good grades, I'll be going to Berkeley. They'll pay my tuition, but I have to pay for rent, groceries, PG&E and phone bill. So that's a signed contract. If any of the terms get broken, well, it's time to renegotiate. It's a lot of pressure on me but they want me to learn because they were always sheltered. Right now their theme seems to be, "we sheltered you earlier in life and maybe that wasn't the best thing". I get along a lot better with my parents now that I don't live in the house. No more, "You've gotta come home before midnight. You have a curfew to come home to. I don't like that guy you're going out with. Break up with him." Now you know they like my boyfriend, which is nice. I have no curfew. The first month my mom would call every 9 p.m. to check to see if I was home. Most of the time I wasn't home. She still worries but she stopped nagging. That's her own words, "I'm sorry I nagged you the first month, but I missed you."

... Department of Chemistry.

Larry Shinagawa.

Margaret di Stasi.

I'm Mac Hopkin.

Akemi Tom.

Mac is also the campus Ombudperson. I think you know Reina, she's not here yet, and you know Glen. And [________], even if you don't have a formal presentation, that's fine, we're interested in hearing more about your or your members', or your impressions of the experiences of other Asian students with whom you're familiar. We're mainly interested in the areas of the academic and extra-curricular experiences and the things that pertain to that, issues around support services, anything that has to do with problems that Asian students encounter because of their ethnic background or any opportunity. So you can maybe just speak very, very broadly and you have approximately (well, you only have maybe 15 minutes now) we'll try to give you as much time as we can. And then we'll go to questions.

First of all my name is [________], and I'm a member of the Asian Student Union. I guess first of all on behalf of tenth anniversary APSU Conference Organizing Committee, we actually would like to thank the committee for your support and for making the conference a memorable success, I guess we know and understand and appreciate the inconvenience and the extra effort you guys did to try to change your schedules around the conference and we really appreciate that much. Actually I'd just like to extend our support and really like to commend the Asians Affairs Advisory Committee the work that's been doing. Actually we'd like to continue to work with you guys in efforts to serve and meet the need of the communities that we both serve. So thanks, thank you for inviting us today. I guess maybe I can start off by maybe explaining what the Asian Student Union is. The Asian Student Union, has been around for over 16 years we just celebrated our 16 year anniversary last week. We didn't do anything formal or stuff like that and is basically ... it was formed out of Asians student trying to want to get together and you know trying to deal with the different issues concerning the Asian community. At that time it was right after the mass movements that happened in the 60's. You know when the development of different programs, like Asian American Studies and Ethnic Studies occurred. And I think it functioned more like a support group for those programs and also as a means for students to get involved in the communities, like in the service organizations in Chinatown and stuff like that. So I guess through the years we've functioned more like a support network for different Asian students who come in and be able to participate in different activities relating to the Asian community as well as discuss issues pertaining to the education and life on campus. We've done stuff like, you know, support for Asian American Studies program. Did tours around the Asian communities. Did tutoring occasionally more like peer tutoring that kind of type activities. We did immigrant support services I think for trying to get immigrant students aquainted with the different aspects of college life. These days ... and then we network between campuses trying figure out what's happening on other campuses relating to other Asian students if it's just Berkeley or there's anything pertinent to other students on other campuses, too. And more like collectivising some experiences of the students on various campuses as well as the student of this campus. And trying to come up with what is the main problems of the day or the issues concerning Asian students. So I mean, that's straight forward, the ASU is all about. I mean we work on conferences like this year we just had celebrated the tenth year anniversary conferences, we work on you know, put on educational workshop like dealing with education, like we did Asian Admissions last year and we did things on the model minority.

Maybe we can ask you questions then, and you can give us further information that way.

[________], ethnically how does the group break down? Do you know?

Okay, its really strange. Personally I'm an immigrant. I'm an immigrant from the Philipines I'm pretty much like quote "long term immigrant," I mean I've been here ten years but I grew up in Guam with basically, Americanized basically education and stuff so I was say like six years and stuff and I feel like I'm typical of the student -- more or less typical of what we're seeing the majority of the student in the ASU are now. A lot of them are immigrants ... more long term immigrants from the Philippines, Korea, Hong Kong, we're still happen to have American born and immigrants but I think we're seeing a lot more immigrant students more in the long term range category joining our ASU and it's pretty diverse as far as students--Korean students, Filipino students, Chinese students from Hong Kong, Taiwan, and we're actually gonna probably to see more Vietnamese students ________________ South East Asian. Does that answer the question?

Yes, thank you.

Do the students who you work with also involve those who commute? Are there a lot of commuting students? Can you say anything about what's been going on for them? Or how they experience campus life?

We actually ... we have quite a bit of commuter students from San Francisco, Hercules, and Hayward, Fremont area, they're actually mostly Filipino students who are the commuters, commuter type. Most of the ... I think that's reflective of the growing Filipino population too on this campus. Actually, that's interesting, 'cause this year, the past couple years, we're seeing a lot more Filipinos and Koreans students joining our ASU 'cause prior to last year it was predominatly American born Chinese and Japanese but we're seeing a lot more immigrant Chinese, and alot more Filipinos and Korean students joining the ASU.

What about the Vietnamese?

Vietnamese, we're seeing some of them but it's more like the long term ones that come. The South East Asian population, it's not ... I think it's pretty small right now on this campus. I think that a lot of them are like recent immigrants, the Vietnamese that we are seeing are mainly, like long term who have been here 10 or 12 years that came here when they were six years old, very young, prior to the waves, the first wave and the second wave.

Enrique, what does the Asian Student Union preceive as the major problems facing Asian Americans on the campus here?

We have actually had discussions around this last year and stuff. I think one of the main things when you first come to this campus or when you hear about UC Berkeley Asian students right, the popular image you come out with is that full image that Asian students are doing so well, and the drive-to-excel kids, school kids with 4.0 GPA's -- pretty much the model minority students. I think that's reflected in the ... I know if you ever seen that Time magazine article The New Wiz Kids? Actually that was interesting because most if not all of the Asian students that they portray were immigrant students. And they were from Korea and one of them recently was South East Asian and Filipino. So I think a lot of students which we're seeing because of the change in population mostly immigrant population. So they preceive they have this high expectations of the Asian student that the Asian students is doing so well is school and stuff, you get this image. When on the other hand, it's really interesting the years I've been here you know there's different incidents I could pretty much put out that actually contradicts that image, right. The same month that article came out, that August 1987 article came out right, the end of that month the immigrant ___________ committed suicide right. I think prior to that even the spring of that year, an Asian woman was raped in the dorms. And then just a couple weeks ago they just finally convicted somebody of the Bibi Lee murder you know for the last two years you see that in the newspapers and then just last week two Asian women was killed outside Berkeley campus and stuff. I think that for a lot of Asian students coming to this campus a lot of freshman and even immigrants on one hand they hear about the Asian students Berkeley is such a great institution for Asian students to be in, Asian students are ... this is where you make it and stuff. But on the other hand you hear these stories ... they read the newspaper another dead Asian student in the newspaper, right. I think there's becomes some fears, do I deserve to be on this campus? I'm not doing a 4.0 cause I'm not a 4.0 student, right? So I think then your parents expect you to do just as well because they suffered enough, right. And they went through a lot of hard times either in their old country or what they're doing right now. I know a lot of Asian parents are working 10, 12 hours a day trying to get their kids through school and stuff.

So, how does ASU ... you know, looking at these problems, how do they see the role of the university in dealing with these problems or addressing these issues?

Well, I think on one hand well, I think so ... the university I think, even the university contributed to a lot of these, you know, insecurities I think you know, it's really irresponsible for some administrators to even you know to be quoted as saying "there are too many Asians on this campus," that Asians are overrepresented. I think in a sense it kind of questions the existence, it kind of questions Asian students being here, right. So how can you say when is too many or how many is too much, right. I mean if I'm a qualified Asian student to come to this UC Berkeley campus then there's no reason why I shouldn't be here right. And there's no reason why anybody should question my existence on this campus. So as far as ASU, that's why we're working on the issues like Asian Admissions. We would like to work on more issue of retention and providing more support services for immigrant and low-income students more like ... I think we would like to work pretty much in the future with Filipino students. 'Cause that's were going be reflective of our membership and also I think the 50 percent Filipino student attrition rate I think is really ... we can't tolerate that, that's pretty small.

[________], do you find that the students that you know, either the students in your group or other friends that you have, the Asian students, make use of the support services that already exist on this campus? If they don't do you know why they don't?

Well, to some of the people I talk to and including myself, we hardly use the services because one is I guess, one is partly I think some of us, you know, we fall into this trip that we don't need the services because we hear these Asian students really don't need these services because they're doing so well in school right because that's what they're promoted out there. So I think sometimes we fall into that ... we fall into that trip because that gets so popular, you know. The atmosphere on campus is that oh, you know, that your classmate would say, oh, you know, "You Asian students don't need those services, you guys are doing so well in math," and stuff. So a lot of times out of pride we don't use these things, right. And because the services we feel a lot of times we are doing better than the Blacks, and Chicanos and to some extent the other ... we have this misconception that we are doing better than other Asian students, that maybe they need it more and there's not too many support services around so why ... we have to help those guys, right, more into it. And then the other thing is just we don't hear about these services. I came in EOP and you know I went through some of the programs but it's not like...

You know [________], there are probably some other questions that people have but we're running over our time and I think if it's possible we'd like to talk to you some more. We might try to have perhaps one of the people here talk to you individually or work out something so we can follow up on many of the things. We have another group waiting and we don't want to keep them too long. So would that be a possibility perhaps?

That's fine. I mean, these people I talk to everyday.

I'm glad you know each other. I can understand.

So they probably can give you a better insight on some of the other stuff.

You should also feel free, or any of the members should feel free to contact any of us. And you know how to get a hold of me or there's also numbers available ...

I'm easy to find because I'm in the Ombudsman's office.

You know I don't know what an Ombudsman is.

I don't either.

You know we take out ads in the Daily Cal and we put poster with doves on all around and the posters disappear.

You never explain what you guys do.

The ad ... it's also if you read, if you have a general catalog ... this section. But, the Ombudsman in the original sense, is supposed to be the agent for justice. Basically, on this campus what the Ombudsman does is to permit a student to discuss with the administration and faculty on a more equal level. Through the Office of the Ombudsman instead of coming in as a student and figuring you must be on your knees, you have an opportunity to sit in a chair to discuss these problems. Or to maybe perhaps if not that _______ a problem, have the Ombudsman intervene and sit in the chair for you.

He's your negotiator.

So is your office open today?

Yes, it is open everyday but Friday and we have a telephone that's listed that now has a readable recorder on it so you can call at anytime and get a response back when the office opens again.

Where is it?

It is in 328 Stevens Hall. That's just on the other side of the Campanile.

One more resource.

You can work with Akemi on the number. Thanks a lot [________].

Okay. Thanks a lot.

We have Filipinos for Health Careers, and [________].

She's [________], obviously. Please take a seat. If you'd like to sit at the table also, bring up a chair please.

First of all, I'll explain the difference in attire here. I thought it was supposed to be a big conference so I wore this -- we just recently had one. She thought it was something in the middle, and he ... we just dragged him along. So ... we figured the more ... the more intellectual.

If it was really designed to be a formal, you could have invited other members in our group or whatever, but we were really concerned about trying to make it informal and intimate.

Oh. Okay.

I'm Jere Takahashi and I'm chairing this particular sub-comittee but maybe everybody else could introduce themselves. We'll go around the table.

I'm Paul Okada and I'm Student/Staff.

Reina.

Glen Hatakeyama.

Yuan Lee from Chemistry.

Margaret di Stasi from Letters and Science.

I'm Mac Hopkin.

I'm Akemi Tom, Student/Staff.

Sitting to my left is Larry Kung. You can introduce yourself.

Larry Shinagawa.

I think you had a chance to talk to Reina a little bit about what we're trying to do. But really, we're interested in hearing something about your organization but as well, your academic and extracurricular experiences at the Berkeley campus, both positive and negative. So we'd really be interested to hear whatever you have to share with us, so let me turn it over to you -- either of you.

First of all, my name is [________]. I am the president of the Filipino Association for Health Careers, or we labeled it as the Pilipino Association for Health Careers because it is more of a cultural version of the word. And, okay, I'll let you introduce ...

Okay, my name is [________] and I'm the publicity chairperson for the club.

And I'm [________] and I'm treasurer.

Okay, the Pilipino Association for Health Careers or PAC, for short, was formed in 1985, so it's a realitively young organization and it was formed by several pre-health members to form a support group for our students. Because there've been other campus groups such as CHEd a Chicano Health for Education Group and I think there's also one for the American Indians and just recently there's one for the Blacks as well. And those founders of PAC and one of them is still active and one is already graduated who felt that there was a need for a support group so that we could increase our potential for candidacy for professional schools. Who feel that there is a definite need for an organization such as this to be able to help one another say, yes I can take the MCAT here (the MCAT is a standarized test to get into medical school). Yes, I should do this many extra-curricular activities. Yes, I should persue something in this field, to make me more aware, to make me more academically, and community, educationally aware of all the factors involved in getting into professional school. Aside from providing newsletters and guest speakers and school tours and things like that. We have ... PAC has a different kind of program which we operate in San Francisco and in Oakland.

Okay, we have two programs that involve community work; where the students volunteer there services at the Filipino Immigrant Services at Oakland as well as in South of Market area which in the Cannon Kitt Community House. And at FIS we primarily tutor the underprivileged Filipino students there who want to be tutored. And at Cannon Kitt we provide tutoring to elementary school and high school children and college student as well. And we provide peer support groups there. Where we give workshops on various thing such as sex, drugs, communication with parents and friends. These are just workshops to help them become aware of the various myths about these subjects to help them talk about these subjects and give them an opportunity where they can sit down and really talk about these subjects. And at most of these places our goal is to serve as role models for them as well as to help them academically though tutoring services.

And I think just the main thing is that we provide the tutoring, we are peer advisors and counselors and we are also role models because a lot of these kids lack the educational direction to pursue anything higher than high school, say. And because we have started on this a lot of, I think the major reward is a lot of them have already completed high school, a lot of them are also entertaining thoughts of going into higher education. And just to give a little bit more background, one major event we have done is an AIDS substance abuse conference in the Asian Community in April 16. And for that we scheduled several guest speakers from UCSF, San Francisco General Hospital, the Department of Public Health, and several other groups too, several other support/social work groups and stuff like that. And we felt that this was important because, we felt that this was relatively unpublicized -- these problems are, that is -- in the Asian Community. And we felt that something like this should be addressed in a conference. So that's our background, I guess in addressing your memorandum. (Do you have the memorandum?) I think I do. Okay.

Here's ... we have little pamphlets.

Yeah, we should have brought more, but we couldn't find them.

Okay, because one of the main questions which you asked us was because of our ethnicity do we find any advantages or disadvantages. And I think that, I don't know if this addresses it directly, but I think one of the main things that we find I guess, discouraging, or maybe that's too strong of a word, is that since we are primarily an academic group ... (...laughing...) Okay, and Reina, you can agree ... okay, it is discouraging. Since we are primarily an academic group and we do strive for higher education, it is discouraging to find hardly or no Filipinos at all in grad school, in our graduate departments or on our faculty. That's really important, because I know a lot of us want to do research, a lot want to get it by saying, "Hey, how do you go about going to Berkeley? How do you go about getting into a major institution such as this?" and because of that, I know it's hard for a lot of people to relate to because there are a lot of cultural nuances you might say which would hinder these people from pursuing these kinds of things. I myself work in a research lab but I know of others who aren't as Americanized as me, couldn't do certain things like that. I think it's very important -- I think it's really important -- if we had more role models in the higher departments. And that was just the major thing.

Do you have anything else to add?

Excuse me, in terms of not only grad students but faculty.....there's very few Filipino faculty.

That's right.

There only like two or three.

There's two.

Two.

I guess that would, I'm assuming that would be equally as disturbing.

Oh, yes it is. Graduate student and faculty. You can't ... First of all research labs, graduate students don't really have research labs its mostly faculty. It's hard for them to say, "Okay, I'm a Biochemistry major, I'm Physiology major and I would like to go into a research group," and this person may have a certain language barrier or small language barrier, say, it'd be very difficult for him to communicate, further more on a scientific level, to someone in the faculty, say.

I know a lot of Filipinos enter Berkeley with the intention of majoring in a pre-health field. How many of them sort of come in ... you can't declare ... well, do most of them declare pre-health? And then for those who don't declare, how many of them continue or continue pursuing that field or are a lot of them discouraged by their junior year or so forth?

Okay...

Well I think that ... yeah most of them do go into the pre-health sciences because sciences are relatively easy for us. Or we find that we do better in science courses. But when we come here to Berkeley, it does become discouraging because it is very competitive up here and there's a lot of ... we do not do so well, I guess. The harder sciences courses here, especially when the classes are so big we feel really isolated, I guess. In our club we have a couple of people who have changed majors. And it's very hard when there's not many role models.

Can you give us, the committee, any insight into why or what you believe it is only 50 percent retention rate for graduation ... for Filipino students?

First of all, with regards to Filipinos specifically, there's a lot of cultural things which keeps us from advancing, I would say. One of the ... well okay, I'll give two, the major thing is a lot of the people (Filipinos came here in basically three waves, I think the lastest one was in the early, mid-60's which means that the people, which means that whatever they brought with them or when they started their family here, okay, that generation is us now) and a lot -- one major aspect of the culture is to keep the family together as close as possible. There is a large ... it's very important to keep the family in a certain unity say, so a lot of them don't want the kids to live out here in Berkeley, a lot of them make them commute. First of all [________] commutes, and you commute from Rodeo which isn't too far, but I know people commute from further places. And it may not sound too major but it is if you consider the fact that people who live near the Berkeley have a lot more advantages than the ones that have to commute. There are a lot of access to study groups late at night or you can stay after as long as you want to at libraries without having to worry about going back and forth all the time. And is it a major thing and I'd say another thing that keeps us from going is that there is another cultural thing which is silence, and there's not too much just keep it in if there's something bothering you well don't worry about it too much. Maybe it'll past or something like that. I think that's one of the major problems with health too, that's why we need more Filipino physicians because of the cultural thing there are certain things which Filipinos would rather not speak about. For example, impotence. It'd very uncomfortable for some man to speak to say, a Caucasian doctor, "I can't ..." There are certain things like that that keeps us from going, too. So, maybe it's that, but I still think the major factor is the role model because we are primarily academic.

I think that's about time, unfortuately.

I know we started a little late, so I'm sorry.

Oh, that's fine.

And if there are any last questions, I think the information has really been interesting.

Well, I hope we've been of help.

Very quickly, could you tell us what you think about the campus services. Do you use them, how your group uses them? There should be counseling, and learning centers?

Well first of all, most of us are part of the Minority Scholars Program which is a group from the Learning Center which helps the entering freshman and sophmores also in succeeding in the major weeder-outer courses, say the major classes that are over 500 students or so which also helps them in deciding what classes where a lot of us are using that program. A lot of us are also affiliated with say, the other Asian student unions and solidarity and which helps address all the Asian issues as well.

Do you find that the services that are supposed to be available to you are helpful? Are they effective?

MSP helped me a lot in my classes. A very few students use them because they are commuter students. I was telling all my friends, hey there is this group out we should all go to because they're really helpful -- they give you alot of stuff. They just say I can't make it I have to go home. I don't want to be driving at night or taking BART at night home.

Well, thank you very much. And again, I'm trying to explain to everybody you definitely still have access to the Committee or to Committee members individually. I think we have numbers available or Akemi can just speak to you right when you leave if you want to talk to any of us individually or get back in touch with the subcommittee about something that either comes up or something that you feel like you wanted to say but didn't have a chance to do it. Okay? Thank you very much.

Thank you.

I think we have next the Chinese Student Union. Please come and join us. Both of you are welcome ... [________]?

Yeah, I'm [________]. Anyways, good morning and thanks for picking us.

Before you get going maybe we'd like to introduce ourselves so you know who you're going to talk to here.

My name is Paul, Student/Staff.

I'm Glen Hatakeyama.

I'm Jere Takahashi.

Larry Shinagawa.

I'm Margaret Di Stasi from Letters and Science.

I'm Mac Hopkin. I'm one of the campus Ombudspersons.

Okay, well, I'm [________] in case you don't know already. Actually, my vice president was supposed to show up today, too, but I guess he can't find the place or something. Anyways I'm the president of the Chinese Student Union and I'd like to thank you all for inviting us -- me, now -- to have a chance to talk about our group. Anyways, so I should just go ahead and introduce, I guess, to you what the Chinese Student Union is all about. The Chinese Student Union basically started off in 1980 as just a social group. It formed because a lot of immigrant students, especially from Taiwan, needed a group where they could socialize and talk about, I don't know, what ever they talked about then. Anyways, slowly it formed into more of a social and cultural type of a group. And in the past year or so we've started to do more community events and stuff like that. Basically, it's just growing and we're starting to find out that there's a lot of things we need to do as a student group. Since we do have a large membership -- approximately 175 students -- our main objectives are to promote mutual awareness and understanding of Chinese and Chinese American culture. The reason I say Chinese and Chinese American culture is there is actually a difference. I don't know exactly what Chinese American culture is except probably a search for Chinese culture, but I'm trying anyways. I'm American born but I can speak fluent Chinese and that's why when I first got here on campus I was accepted into this group because they thought I was like them, an immigrant student. But when they found out that I was American born they just kind of ignored it.

You speak Mandarin?

Yes, I speak Mandarin. Anyways, we are one of I think about seven different Chinese student groups on campus. But what sets us apart from them now is that we accept basically all Chinese students with very little bias -- maybe a personal bias once in a while, not on purpose, but it may come up. Basically, we have no biases against anybody. We've got students that have felt like they weren't welcome in other clubs come and join us and now they're like in my core group on the cabinet. I was one of the first American born presidents that it had, so maybe I'm a little different. Anyway, we've had a lot of events basically that are social and cultural. We have students first from, Chinese from Taiwan, Hong Kong, Singapore, Philippines, a lot of American born. And we have a lot of non-Chinese as well. We pull in a lot of Filipinos who are I guess a lot of them are part Chinese and stuff like that. And we have some Japanese American students as well. Oftentimes they're just friends, you know, that just come in and you know, on the large part the club itself doesn't discriminate against them or anything. Throughout the year we promote Chinese culture and stuff. We raise money by holding dances which seems to be the biggest social event for Asian students on campus. But it makes for a great fund raiser. We have a dumpling party every semester where we kind of learn to make dumplings and then we eat them. We have to remind everyone to wash their hands before they make them and stuff like that, but it ends up a lot of fun because usually we end up having a small place to do it and everyone kind of has a good time and gets to know each other. That's what we've been emphasizing a lot more lately is smaller events where people get to know each other more rather than holding dances all the time and stuff like that where people are just like ... meeting and stuff. Anyways, our biggest event of the year though is our cultural night which is a Chines culture presentation. We hold that once a year and it's our presentation, you know, produced directed, et cetera ... acted in and performed by CSU members to basically the campus community and the Chinese American community in the Bay Area. It's our reflection of Chi and Chinese American culture. This year we had it in the International House on April 16th although the audience showing was okay -- half of International House auditorium was full, the show itself (I wasn't in charge of the show itself -- I had two cultural chairs who took ca it) anyway, the show itself was really good. And I might add that my two cultural chairs nei of them spoke Mandarin, and one of them's not Chinese. They did a very good job. You kn it just shows that if you have an interest in the Chinese culture, and stuff like that, you can regardless of whether you're Chinese. There are a lot of concerns and needs of Chinese stud - I guess you were asking about, that's basically what you wanted to know about. I didn't re prepare this presentation. Something happened in the past week, two Chinese American stud were killed in Berkeley, and basically they are friends of mine, and so I haven't been exactly the best ... whatever. Even more so, the guy who was interviewed in the newspaper is a pre good friend of mine -- I've been trying to get hold of him. So if you'll excuse my lack of or presentation today ... it's kinda shakey. But this is one thing that didn't come to mind until yesterday. One of my other friends had a birthday party, and we all knew about it. And so party ended up being more of a rap session/support group type of a deal. And we found out basically, although there is an Asian support group on campus, it doesn't really pull -- it wo pull people because as a culture Asians don't talk about these things. They don't talk about they feel, they just let it pent up inside. And I found out that as a group we kind of serve a support group because you make friends and you can talk about it with your friends. But m importantly, there is an Asian support group that exists on this campus. They need to do mo outreach and more like socialization of everything, rather than just kinda say, "Okay, we're h But they're not going to come and talk to them. Just because you don't ... culturally don't go talk to someone you don't know.

May I interrupt you? (I guess I'm the ignorant one.) What is, of the various Asian groups, w one would you say is the support group?

Oh, there is one called an Asian Support Group. I don't know where exactly it's run out of. think it might be out of the Golden Bear.

I've never heard of it. Asian Support Group?

Yeah, it's called Asian Support Group. Well, they gave us flyers and stuff like that. I get it my mail all the time. We let our members know. I don't know exactly what it's about eithe never really had the time to go and look it up. Other concerns by our students ... basically as group we kind of act as a place where a lot of freshmen, Chinese freshmen, Asian freshmen start their social circles in Chinese Student Union. After about two years they basically drop of the club almost entirely. I'm an odd-ball. I'm a senior and I'm still there. I don't know, maybe it's because my major is Asian American Studies and I feel like there's a lot of things do through the club. But also, maybe I don't know, maybe I was just an odd-ball. I don't kn When they first come to this campus, the first thing I realized when I was a freshman I can t about now is ... The first thing you do is you look for things that you have in common. It's matter of really race or anything like that, or ethnicity, but it's just easier to identify when y Asian, to identify with someone else that's Asian. And then you find out, you know, someti this guy has nothing ... he's totally Asian, but he's totally white because he was born in the Midwest, or whatever, and his attitudes are a little different than mine. But then you also st realize all these things. And slowly, you grow into it and you understand. And then you ma friends that are just in the dorm or whatever. But a lot of Asian students don't live in the do either, so it's kind of hard there. A lot of Asian students, (I heard the other groups speaking they live at home. Especially in the Bay Area because there's a lot of Asian students that live the Bay Area. You know I know people who are commuting from Newark, Union City, stuff that. And that's like a 40 minute drive each way. That's kind of painful. And then having come in from the city too, if you're driving, and you're coming from say the Sunset district or something. That's a 40 minute drive too, during rush hour. But you know, we basically serve as a place where they can come and talk and have quote/unquote family. As far as I'm concerned, there's a big group. There is a group that I feel like I'm really close with. But on the same note, we try not to just have a group where we become looking like a clique. We try to open up to everybody. And that's something that in the past year or so, not just my term but in the past two Presidents as well, have tried to do -- try to open it up to other students, and we can talk about a lot of other problems. Other things that have concerned some of our members are like Subject A. That issue is very important because a lot of our members are immigrant students. They really try. It's really hard for them because English is their second or sometimes third language and stuff like that. And you know, so I don't know, as a student group we don't have a lot that we can do about it. They just have to go through it. But you know I hear once in a while they mention things like -- oh, God this or that about English and stuff like that. And I'm just thinking these are people who made it into Berkeley. What about the people who don't make it into Berkeley, because of something like this. You know, they're qualified. Some of these students are really bright.

Can I interrupt you for a second? What kinds of things specifically are said? What do they comment regarding Subject A?

Well, a lot of times they find that the people who are teaching or are in charge of it don't really understand Asian culture or Chinese culture. They don't really understand. I don't know exactly how to explain it. I can just tell it's kind of a frustration when they try to explain something to them. Because a lot of things about Asian and Chinese culture, a lot of the staff and faculty don't understand. I think with the exception of the Asian American department, I've found a lot of problems, only because I'm dealing with Asian professors, Asian staff where I can talk to them about it. There are times where other -- especially professors they just kind of "okay, yeah." They don't really understand it. They try to be understanding but sometimes they seem very patronizing or condescending. I know they don't really mean to, and stuff like that, and I understand that they themselves were brought up in a different period where their thought is different -- it's really hard for them to change it. But still it's, you know looking at that, we probably need more Asian faculty in other departments.

What is your major?

Asian American Studies.

It is?

Well, I went through Business for a while, then I dropped out of that. Then I went into Bio for a while and dropped out of that. I went into Bio thinking "Well okay, I'm supposed to be good in science," so I went in there. Uh, uh. I will be honest. I failed Biology 1. And I'm, that's just the way it goes. That was kind of hard on me. Speaking of which, the stereotype of success doesn't really help the quote/unquote average Asian students at all. I consider myself kind of an average student. I'll admit that my GPA is somewhere between 2.1 and 2.5. And you know, I do a lot of other things other than just school. And I feel like I succeed a lot more outside of school. But I also understand that school is important. Family pressures don't help a whole lot... (end of side)

... a few more minutes so we can ... (laughter) ... owe you a lot of time, right? I think we should just introduce ourselves so that Jeff can get an idea of who he's talking to.

My name is Paul.

Glen Hatakeyama.

Larry Shinagawa.

Margaret di Stasi.

I'm Mac Hopkin. I'm one of the campus Ombudsmen.

Right.

[________], you've already had the chance, I believe, to talk to Reina a little bit when we scheduled the meeting, so I think you have a general idea of what we're doing.

Right.

Okay, please go ahead.

I guess what I was going to do, was I was going to talk a little bit about, well, very, very briefly, very sketchily about what I was going to cover next year in my term as president. And I'm not really going to go into too much detail because I suppose that you might want to ask questions about it afterwards. So I'll try and make my presentation really quick. But I mostly wanted to talk about an idea of creating a faculty/staff/student network which is something that Glen, and all those other folks, and [________], and a group of students have already been working on, and I'd like to see it sort of come out as a policy recommendation from your committee. So next year, I guess the main issues I'm planning to work on are going to be, of course, the admissions problem. And we all know about that one. The Subject A problem, and faculty and staff diversity. I also plan to continue to work on cultural events that express, you know, pride we have in our Asian heritage and that's part of a broader kind of goal of trying to educate the student body a lot more about the diverse elements within it. And hopefully that will bring together a lot more the diverse elements within the student body, for them to come together a little more. But I guess I would like to focus, right now, on the idea that, as I said, Glen and folks have already been working on, and that's the idea of an engaged and active student, staff, and faculty network. I guess, let me go into a little bit of the context of this. I think that my election in large part was due to Asian students getting out there and voting, and I feel that the appearrance of Asian students in the highest realms of student government is, or can be, a lasting kind of phenomenon. If you, you know, just ____________ that -- the demographics of it all, we have 75 percent of the campus right now, and I think that such issues as the admissions issue really serve to politicize Asian students, so barring, like, any more admissions screw-ups, I think that the future for Asians on this campus is one of unlimitable political potential. And I think that a lot of Asian American leaders -- the new generation Asian American leaders -- will probably be fostered on this campus -- this very campus. So hopefully, if everything works right, in the future, this will get the pipeline moving, you know, you'll see more Asians in graduate schools, in the university staff, on the faculty. But really, if we're going to make sure that all of this happens, that this process continues, there's going to be networks that need to be built and one of those is going to be the staff/student/faculty network. I guess this idea is already sort of in effect in that Glen and some other folks are planning an Asian leadership conference ... Asian student leadership conference for next year and it's being put together by an informal network of staff and students. I think this is a really positive step in a necessary direction. This network can serve to sort of foster an exchanging of ideas and experiences and that will hopefully help to create a lot of leaders. Beyond leadership though, I think that what comes, or what needs to happen is service. We need this network to be able to apply its wealth of resources and talent to identifying and rectifying problems that Asian students face and to get needs and concerns heard and met. So in short, we need students, staff, and faculty to come together to build leadership and to serve the campus community's needs. I think this is really imperative if we're going to have a stronger campus, a better campus for Asian students and if we're going to return to the Asian American community what it has given us. So how should we go about making this happen? I've thought about three ways and this is just some of my ideas, of course, you know, we could kick around a lot more ideas, but ... Three things that I came up with was first, you can try and seek a permanent status for this very body, and of course you need to change the charge to make it fit its ongoing quality. That's one of the ways. The second way, I think, is you can seek university funding or sponsorship for an appointed committee, and this could be generated say, out of the Academic Senate or maybe a joint collaboration on the part of the Undergraduate Affairs and the Graduate Division offices. And third is, you can create this body sort of through community impetus sustaining, supported by community organizations, receiving its impetus and leadership from campus persons though, and recognized by the Chancellor as an official body or as an important body, one that he should consult. I tend to favor the latter choice. In order to better pinpoint problem areas for Asian students, I think a certain degree of autonomy may afford a more broader and critical view. Too often I think the sheer bureaucracy of the university tends to muddle and disguise and hide the issues, and this body, if it isn't bound to the university by money, by structure, by petty politics, by bureaucratic, sort of blinding, it might be able to be a more effective lobbying force and a more effective, sort of, detective force, you know, to pinpoint problem areas. So in any case, I'd like to see this committee recommend to the Chancellor that he create or recognize such a body of students, staff, and faculty. And I think that this group can fill up a lot of gaping voids in the Asian student population. It's not a new idea. Chicano students have ________________ and I think that there are similar groups for Black students right now. But it's an area that we haven't explored ourselves, yet, and I think I'd like to reiterate now that I think this body would be a great step in sealing the destiny of Asian American involvement and empowerment on campus, and again I'd like to see some kind of recommendation come out of this body. So right now, I guess I can answer any questions ...

Thanks [________]. Why don't we open up the questions.

For next year, as ASUC President, what do you see as perhaps being the biggest obstacle that you might be facing? Would it be new students, or the administrators?

Obstacles? ...

In terms of working on a lot of the issues like Asian admissions, Subject A, faculty and staff diversity. How would you see your office going ... the process that your office would take? Like Subject A, how would you go about that? What would be the biggest obstacle?

Well, with the Subject A issue in particular, it's ... I think probably one of the lesser known problems, problem areas on campus, and so with that, it would take a lot of getting information out about the problem which is basically that in all the years of its existence, there have never been any minority T.A.'s hired although it serves largely an Asian and largely third world student group. And I think that's really a major problem especially given the fact that the needs of Asian students and third world students are much more particular and much more defined. So on that particular issue it would take a lot of working with the university and also working within the student body to educate it a little bit more exactly what the problem is.

When you raise the issue of Subject A, are you talking about Subject A generically, because we've also have some input about the Subject A for non-native speakers of Engish.

In particular, sansei, I guess you've talked to [________] about that?

[________].

Melanie Hahn, right. ESL tutors in the student learning center. In general, I think the whole program needs to be looked at. I've heard various rumors to the effect that the university doesn't want the Subject A program around any more and that would definitely be something that we'd have to fight. But in particular, working on the problem spots in sansei.

You should know that historically, in the state of California, (I've been around for a long time, and I've gone to many meetings for Subject A) it's been the headache not just for this campus, but all over. I think the need for the kind of training that ideally Subject A provides is certainly great, but the actual provision for this training has been a headache for everyone concerned for years and years. I hope that we can improve.

You also have to remember that the legislature doesn't want to have remedial courses (_______________ considered remedial) on the Berkeley campus. They withdrew their funding years ago for Subject A. That's just background for you for next year. Congratulations.

Oh, thank you.

[_________], do you see effort by the ASUC Senate to try to make some kind of centralized repository or some means of gathering data about the admissions rates, retention rates, and also the graduate admissions rates and retention rates for the university?

It's actually happening a lot on ... more on the grass roots level right now. Where it is happening is not in the Senate, but in terms of the ASUC, it's not happening in the Senate, but more in the executive offices. So, folks like Michael Berry in the External Affairs office and Julie Chang and Beth Bernstein have been working on gathering a lot of that kind of data, but I think a lot of the ... really a lot of the, you know, research is really being done on the grass roots level in terms of graduate student groups ... that kind of thing, and that's where most of the force, the push for change is coming from right now. Next year though, I'm going to have an Affirmative Action officer and that person is going to be looking into those issues. There have been a lot of informal surveys that have been done. Well, informal and formal surveys that have been done, and it would take a lot of compilation. We'll be coming out with a position paper.

[_________], with all your experience in student government, what would you say is the prevailing attitude, or environment for Asian students on this campus?

I'm not sure if I exactly understand ...

Well, either through discussions, the ASU, Senate, or what believe or perceive to be the environment. I mean, is it a good environment for Asian students? is it encouraging? is it a supportive environment? or is there other things about the environment that aren't so ...

Well, from my point of view, my particular perspective, I'm always working to see it improved. And so I'm always trying to look for new areas that need to be improved for Asian students. That's my job. I think that there's definitely a range for Asian students from those who are severely, severely handicapped when they step onto campus to those who can sort of make their way through it in different ways. It has to do with a whole bunch of factors a lot of them being if you're an immigrant, if you have language problems, or if you, say, if you were born in a suburb, that kind of a thing, where you come from a more wealthy family. I think in general, though, what we've seen over the last couple of years, has been, or what I've seen since I've been here, has been sort of a more coming together on the part of Asian students. A real generative process of empowering and getting into, like the ASUC, and getting into other areas that have been say, non-traditional for Asian Americans and Asian students. And I think that process can continue, again, barring anything major happening on the part of the university. And on the other side of that, there's been a more intense reaction from certain sectors of the student body that doesn't like to see that kind of thing happening. And you see it happening in just day-to-day incidents, it's happened to me a couple of times, and it happens a lot to a lot of students. People tell me all the time about the kind of incidents they face, racial incidents, and it's really a sad thing to see happening, but it's actually occuring on campus and I think it has to do again with Asians making their voice and their presence known. For instance, we held sort of a small picket when the Chancellor went to speak on Asian admissions, or speak on a broad range of issues, but particularly Asian admissions in the dorms, and we got all kinds of harrassment.

Now, I'd like you to separate this, but I'll call administration, staff, faculty, and student. Now this last one, I gather, is student harrassment. Is that right?

Yeah, student harrassment, exactly. On the part of administrative things, I haven't heard of as many incidents as I have heard of individual one-on-one student incidents, student racial incidents. It's sort of frightening. It's really frightening. I don't think that's the way we want our campus to be. So it's going two ways, you can look at it sort of as a backlash to the growing Asian power on campus.

Do you think this is something that is on the rise? or is it just coming out? Is this just a continuation of status quo?

It's hard to say, because I think traditionally a lot of students have not felt compelled to bring it forward -- the kind of incidents they face from day-to-day. And I think it may be a combination of a rise and more people reporting it, or more people talking about it. And as it goes on, you'll probably hear of a lot more racial incidents widely pubilcized and that kind of thing.

You know, [________], you mentioned just a couple sentences ago, that there are some sectors and you also mentioned that there are a lot of individual problems between students one-on-one. Can you say a little more about which sectors in the campus, I mean are you referring to living groups, are you referring to certain areas of the campus where it's more prevalent? Can you say something more about that?

I think it would ... on the face of it, it seems to be pervasive everywhere. Maybe more prevalent in the engineering and science areas, but I'd hesitate to say that, too because I know of a lot of students that have to deal with that kind of thing in other parts of the campus, in living groups, you know, in the Greek system, that kind of thing. You know, it's all around. It's just going to take a matter of ... I think on the part of this body, to go out and seek it out more, to find out where and what the content of the problems are. And from the students' part, coming forward more. But from my perspective, I've talked to students from all kinds of areas, and they experience it.

Now, you're one of the few people, probably because of your experience and your background, have been more problematic in focus and have suggestions for policy. This particular committee has a particular lifespan and I think it is concerned however, about trying to seek out many of the things or issues that you raised particularly in terms of the problem of campus climate. Would that be something that would be part of what you recommended in terms of this faculty/staff/student network? or were you trying to suggest to this committee something a little bit different, in terms of how it should try to get at more concrete information around this whole conflict of campus climate?

Well, I was suggesting that there be a permanent body to look into these kind of things. That being made up of staff, students, and faculty. And that's just the kind of thing it would do. It would basically pinpoint those kind of problematic areas and I think that it's really important that we have something that's permanent in that sense, because these problems aren't going to go away overnight. And although this body is due to a breakup in June, or something like that, or May, the problems aren't going to go away, even after the body's broken up and pushed it's recommendations towards the Chancellor's office. So a more permanent body is, I think, what we would need.

[________], aren't you on a committee with [________] that's going through looking at interracial incidents?

That's still in the process of formation. It's called a Racial Grievance Board.

But it's not definitely formed yet?

No, I don't think it's definitely formed yet. I think it addresses what [________] is raising. I think it's a little bit different although the specific makeup or the procedure or the process is that it will institute ... have them clearly discussed or defined.

As I understand, you're talking about something that's very general. Racial Grievance Board would essentially set up a procedure to look at a specific problem. You're not ... the group you're talking about is not focusing on a specific problem. As I got this, it would be identification of problems as they come up and seeking to solve them as they come up.

Right. So, in that sense, say a whole slew of racial incidents occurred in 1990. If you're looking at it from an administrative point of view, this Asian body, this Asian student/staff/faculty body would determine that that's a rising problem, maybe make recommendations to particular bodies that can do action on them, like the Racial Grievance Board. If there are other boards that are going to be set up in other areas then they can make recommendations to those bodies as well. But it would be sort of a clearing house for those kind of problems that arise. It wouldn't be a do-all committee by any means, I don't think.

Is there any existing body right now, whether it's within the students, or university formed, that should be developed or should be ... like, I know APC was formed, but something other than that, something perhaps from the university that we should look into and maintain or develop further?

Well, I understand from the university side, you guys have APASA.

It's a staff focus.

Right. On the faculty level, I don't know if you folks have got together any type of organization?

No, they haven't. We've discussed that with people at the university.

Is there interest?

We are ... oh, at one o'clock I gotta talk to Amado. But we are planning the Asian Pacific systemwide alliance. We are looking to expand to faculty because it's just ... and students ... because it just makes more sense to do that. ________________ a more cohesive group. So we are.

Well, the faculty had a meeting the other day. I'm talking about Asian faculty in general, not just this faculty.

Yeah, that's actually a community group that involves a great deal of faculty. The Chinese Americans, I don't ...

__________________ asked me if I was going and I told him I didn't qualify.

I was making a presentation on the Chinese American educational system.

Right. What they do is they go out to high school students and warn the about different ... So, the answer is yes and no, but it's more leaning towards no.

Although that is more of a community-based group rather than a campus-focused group?

Yes it is, it involves a number of people from a number of campuses.

But, in that sense what can happen then, is APASA could continue to make its outreach efforts or something could come from the university to say, well, this is a body we'd like to form, and I would assume that members from APASA and APC and, you know, whatever other existing organizations, (grad students would need to be represented as well) could make up that body.

Any additional questions? Okay, thanks very much. We also have access to the committee, too ...(tape cut off)

(tape turned on) ... Department of Biochemistry here at Berkeley, and I'm with the Student Coalition on Asian Admissions. Well, when I first came to Berkeley this past year, is that, kind of like what struck me most about the Bay Area, was the incredible numbers of Asians I saw here. Having been born and bred in Iowa City, Iowa, where you basically have to drive a week to find two consecutive Asian faces, the Bay Area was a real shock. Like, everywhere I looked I could feel the presence of Asians. Coming from a high school where the Asian population was one half of one percent (basically, I was one quarter, and my brother was the other one quarter) the fact that some San Francisco high schools are 45% Asian, it was especially mind-blowing to me. I kind of began to find, though, that even though the numbers of Asians here in California are so much greater than they are in the Midwest, that there's a disturbing trend linking the two. Basically, what I found was that no matter where I went, many of the Asian Americans I met subscribed to what I call the "banana mentality"--they were more American than their white friends, just a different color. I mean, I received no feeling that being Asian American was any different from being white American. To me, the melting pot analogy seems especially apt because it blends in one's Asianness until no traces of it remain. And where strong Asian culture does exist, for example in San Francisco Chinatown, there exists a sense of community and culture, history and continuity, but these cells of ethnicity are not examples of an Asian American culture, but rather strictly an Asian culture. And so while it seems to me to be possible to find the presence of an Asian culture here in the United States by pointing to such Chinatowns, it seems difficult if not possible for me at least to define what it means to be Asian American. And many such Asian Americans I meet simply seem to want to blend into the background, to basically be one of the guys. And I understand this happening in Iowa City where there are so few Asians, and the peer pressure to conform to white culture pervades one's life, but it didn't seem to make any sense to me why this remained so on the East Coast where I went to school, or here at Berkeley. I've basically come to realize that this mentality of blending is part of a nationwide Asian American identity problem, rather the problem to me seems to rest with the lack of an Asian American identity. I mean, Asian Americans don't understand what it means to be Asian American because an Asian American identity just simply does not exist. Only an American one. And to attempt to find an identity as an American appears to be, behave like all your friends and don't create waves. But to be Asian for some Asian Americans I happen to know means to be slingshot their way across the spectrum and become ultra-Asian shunning everything that if non-Asian. And more often than not, it seems that people take refuge in what is familiar and save what is solely American. And there's no melding of one's Asian-ness and one's American-ness. And this lack of identity creates problems because it fosters facism and a distrust for all things which are Asian. I mean confusion and ignorance over what it means to be Asian as opposed to Asian American lead to the senseless slaying of Vincent Chin who was an innocent Chinese American beaten to death by autoworkers upset about the Japanese competition abroad. In an article by Newsweek on what it called "the coming of the Pacific century," made the heroic figurative leap of lumping Asian Americans together with their Asian counterparts across the ocean. And the Japanese internment in 1941 highlights the problem in society over what it really means to be Japanese as opposed to Japanese American. And so what I think is that this long semi-supression of what it means to be Asian American has created an intrinsic racism in today's society permitting even it's Asian members with the idea of conforming to common standards and it seems to me to be a vicious cycle. Racism pressures Asian Americans to conform, but conforming destroys identity creating more ignorance and reinforcing the racist things. Whenever I tell some of my Asian friends

... just stand up for what it is to mean Asian American because if you don't you may run into problems that we see in later life, getting into grad school and getting into business, whatever. And we think this is something we can correct perhaps at the student level

____.

If I could take off on that for a minute and ask, well, a question regarding just the overall campus climate. Another way of prefacing my question ... you mentioned the need for an orientation and several other things that would enhance this notion of developing or maintaining an Asian American identity. You know, given all those things that you said about that, it seems like it's implicit in what you are saying there's something about the nature of the climate or the academic experience here that might make it extremely difficult to be an Asian American. I mean, if that's true can you say so, or expand your comments about the climate on campus?

Not having been an undergraduate here, it's very difficult for me to ______________________ for what it was like for say, at Berkeley in the graduate case, I don't think it's an exactly applicable situation because there are so few Asians in the first place, that I can't generalize anything near enough. But all I can draw upon and tell you about is my own personal perspective on what I found in college and what I found in my home town. And what I find in college, where there are 10 percent Asians for example, the idea of being in an Asian group is, even among Asians, is looked upon as, "well you're in an Asian group, okay fine, but why do you guys want to stay together all the time? Why is it? Is that all you want to do? Do you not want to hang out with other people or what? Because we had a big controversy with the Korean group that we had, and the leader basically made a statement saying that, well, I just feel more comfortable with Asians, sticking around with Asians rather than hanging out with Caucasian friends. Well, this is a perfect example of how it's being separatist and elitist and so forth. And I found none of my white friends saying that, but my Asian friends saying that as well. They're saying, "God, they just stick together. We'll never do anything. We have to spread out and do some more things." But the fact that such a comment would raise this kind of ire in the first place is suggesting that there's something wrong with wanting to find out whether or not you're Asian or hanging out with Asians. I mean, it's like, if all I did was hang out with the crew team or the swim team, no one would say anything. They'd say, "Okay, well you like to hang out with jocks, but it's no big deal," but to say that "all I like to do is hang out with Asians," immediately people say, "Oh wow, separatist, elitist, clique-y group." And that's something I found true to be at my college where the Asian, the culture groups had an ability to draw in more people because of their big cultural events that more people could go to, there's generally true, more pan-Asian, cross-cultural people. But to hang around with the political groups, like I was in, is really considered like, " ____________________ don't do this, you'll be marked and no one would want to hang out with you, why do you want to do this?" And I find at Berkeley, when I tell people I'm in SCAA which is a relatively political group, they go, oh, you're in that group. So, I mean, from that relatively limited experience, that's what I can tell you.

As it regards graduate students, like you're saying you've been here for one year now, but you must have been exposed to a lot of other Asian graduate students _________________. How do you feel about the basic experiences? Have you seen any patterns?

As far as being exposed to many Asian grad students, no, actually I really haven't. Like I said before, in the Biochemistry department my class had two, three Asians, and there are similar proportions in the upper classes. And so, no, I haven't hung out with a lot of Asians. I haven't met a lot of other Asian graduate students. And as far as pattern goes, the only pattern I see is, my God there are so few Asians. Coming from 10 percent undergraduate school, coming to a 25 percent undergraduate school, and going to a five percent graduate department, there's a big difference. And it's a big shift, and so I really would be hard pressed to say there's a real pattern as to how Asian grad students for example, are treated or how ... what their perception is of the program. All I can say at this point with any surety is that they are __________________ . And I'm really wondering why, why are there so few Asian grad students in any of the departments that I really look at, or cared to look at. I don't know. It bothers me ... why there are so few.

Have you benefitted, in any way in terms of being specifically an Asian student, an Asian American student? Do you feel ... or is it too difficult to say given the way you've responded to some of the other questions?

I've not found ... No, I have not found any benefits to being an Asian American per se. I've found a lot of disadvantages to being an Asian American.

Could you comment on that, too?

Being from the Midwest which is extremely conservative, there's all sorts of forms of subtle racism that goes on constantly all over the place against Asians.

We're most interested in this campus.

Okay, I'll try and get to it, but ... As far as being an Asian American here, the advantage I find at Berkeley is that there's 25 percent Asians walking around, and with so many Asians, I feel very comfortable, I feel like I fit in and don't stand out when I do in my home town, and I find that a very positive experience. And ... I haven't encountered any forms of discrimination here, from the department itself, the professors or the administrators, they don't ______________________________ and I like the Berkeley atmosphere a lot. I think compared to what I've been through, it's really positive.

[________], is your coalition finding any answers to why there are only three Asian graduate students in Biochemistry?

The coalition was originally formed to study undergraduate problems, and there's actually an affirmative action for graduate student programs which is looking into these issues made up of other graduate students. And so the SCAA, since some things are really moving ahead with the undergraduate level, is starting to turn it's focus a little bit more to the graduate students, so we're just starting to look at that. There's very few numbers that exist except for David Gardener's special report. That's really only tentative, so ...

Can you comment at all about the composition of the students in the SCAA? In other words, does it have a fairly large cross-section of Asians from various ethnic groups and also would there be Asians from immigrant backgrounds, as well as American-born Asians?

The core group that is involved with most of it is essentially Chinese. There's a lot of Chinese in it. There are three Japanese students in it, and there is one or two Filipino people in it. When we did a little protest a while ago, we managed to pull in people from all sorts of groups, and it was cross cultural. We pulled in a bunch of people from Cal-Serve, ________________________ from the Ethnic Studies group who were really pushing for the requirement, from the Filipino group, from the ASUC. And it was nice to see ... to be able to see that on an issue like this that we could pull together Asian groups from all sorts of ethnic backgrounds, and that you could really get a pan-Asian feeling that people were supporting an issue. But the core itself, the people who do most of the work, tend to be primarily Chinese.

How many?

There are about 15.

Would they be ...

Graduate and ...

Most of them are undergraduate. There are two graduate students in the group including myself.

Chinese in the sense of Chinese, Chinese American?

Chinese American.

One of the reasons why I ask is that we're also really concerned about any disparity in the experiences of immigrant Asians as compared to native-born Asian Americans. And we haven't talked to many graduate students. As a graduate student, I guess, the concern ... is there something else that you can add about the similarities or differences in the experience, anything that you may have observed or had some direct contact with that issue?

One of the standard things that keeps popping up ... For one thing, there's no immigrant students in our class at all. All the Asians there are Asian American. As far as experiences which I have seen for immigrant Asians in higher classes, they always get complaints from their sections about their communication problems. "Why can't you explain this problem? I don't understand. I can't figure out what you're saying," or something like that. And the problems of English communication is the most basic. And so people tend to be very, very aggressive towards their TA's if they can't communicate they see them as not being able. And it's not because the TA's don't try, or because the TA's don't understand the material, but that communication barrier really leads to a lot of problems between students and TA's. It really does.

Are you a TA or a reader or ...

I will be next year. All grad students, I guess, have to be.

But you're currently not doing anything?

No. No, I'm not.

From what you have seen though, say of Asian TA's, do you feel aside from the language, any language difficulties, do you think that students would, are more tempted, or try to take advantage of Asian TA's just because they're Asian?

No, I don't think so. I'm not sure what you mean, necessarily by that question. If you mean that they take advantage of the TA so that they complain to the professor that they got a bad grade, or something like that ...

The Asian, you know the stereotype probably being more passive and not as assertive, would be more likely to change a grade or whatever.

No, I've never heard of that, actually. Not in the Biochemistry department. People do, I find, what these people tell me, is that they switch TA's. They a get a TA who they like, who they can deal with. Sometimes there are no such TA's. But the answer is not to take advantage of the fact that the TA can't speak English, or what is the communication problem, but rather just to find another one. So I've never heard of any particular example.

I was going to ask, we're also interested in finding out about the way in which Asian American students, both graduate and undergraduate, experience or are familiar with our existing support services. Are you familiar with them at all? Can you comment about the ...

The comment that I have actually is that I found that the graduate support system is great. There was a big conference way back when, it's like when I first got here, worked on how to TA, and life and grad students. I got letters from [________] ... I can't remember her last name. It was a Japanese name.

Hiura?

I'm sorry, I can't remember the name. But she handed me, she sent me letters on applications, on minority life here at Berkeley, and whether or not ... did I run into any problems, and they were trying to collate it into some sort of report that they could give out. And I thought that the introductory session on life here at Berkeley was good. I thought it was a really good introduction of what I would expect. And I have no clue, I'm afraid, what it's like at the undergraduate level, but if there is something like that, if we could put in something like that then ... I thought it was great because there was one special workshop on minority students which I really liked.

I don't have a real question, but what I'm getting a real sense of is that it's if there's nothing there, there's no problem. Do you know what I mean? Especially as it's relevant to the graduate students. If there's no graduate students in sight of anywhere, there's no problem, that there's no students who are experiencing problems then that is not an issue. It's a chicken in the egg problem, right. We know that there isn't any Asian Americans in the graduate programs and that is a problem, but there's no graduate students to talk to who could tell you what the problems are.

Right, that's basically it. I really don't understand why there are so few Asian undergrads, I mean graduate students. I just keep coming back to the idea that well, maybe it's similar to the arguments that were made for affirmative action way back in. I mean, there are no Asians or Blacks here in college, and maybe it's because they just don't want to come. And there's no Asians here so what's the problem? If they're not wanting to be here then, we're not doing anything. But then you implement something like affirmative action to get the Asians here, you start to integrate, and then you get the problems that develop because of that. To me something like that should be applied to the graduate school.

Could you comment about the quality of the interaction that the coalition has on, with the administration on the Asian issues?

Our coalition tends to be a grass roots level therefore what we're aimed at is aiming at the students. The community group Asian American Task Force for example, is the group that interacts primarily with the administration. And so the only real contact we have with those for example, is that we were starting to attend some of the Asian American Task Force meetings hoping to get in, some of the inside information on what's going on. There are no students from our group on any official administrative committees which we find distressing because we would like student input on these things if possible. And any interaction would come, would come through for example [________] with [________], because as president we might even begin to meet some people more formally. It's like, our only interaction with Chancellor Heyman, for example was at Unit III. And that was not exactly a formal occasion.

I think we have to bring this session to a close. Thank you. Anything else that you want to submit to us or forward, we'd really appreciate that.

Okay.

Anyway, thanks very much, and you're welcome to stay on and just listen in ... whatever you'd like to do. Thanks very much.

Thank you.

Please, I think you're here from Indus?

Right.

Please have a seat.

Thank you.

I don't have you're full name ...

My name is [________]. And I was the 1987-88 vice-president of the Undergraduate Society. I've been fairly roughly briefed on what I'm supposed to be doing here. Should I just ...

Before you even do that you might be interested in knowing who some of these people ...

Actually, I'd appreciate that first.

So we can go around and introduce ourselves.

My name is Paul, and I'm student staff.

I'm Reina Tanguilig, I'm a student representative.

Glen Hatakeyama.

I'm Jere Takahashi, the chair of this sub-committee here.

Larry Shinagawa, graduate representative.

Margaret di Stasi.

I'm Mac Hopkin, a university Ombudsman.

Akemi Tom, student staff.

I guess we are interested in knowing about your organization, but we're also interested in finding out more about your group's experiences as well as your own personal experiences in the areas of extracurricular life and your academic life, and anything pertaining to the impact that your ethnicity has had on your educational experience here at the Berkeley campus, but it's really a very freelancing discussion, so we'd like to hear about most anything you'd like to comment about -- your educational experience or the role of your organization, so please feel free to start.

Thank you. First of all, Indus has changed its name. It's now the Undergraduate South Asian Cultural Association. The change was made because the organization not only encompasses Indians, but also Pakistanis, Sri Lankans, Bangladesh, Nepal, that whole South Asian territory, and so in order to, not to ostracize any one of these, changed our name. It originally started about ... actually the constitution was written up many years ago, I'm not quite sure when, but then it died away for a couple of years and then about six years ago, a group of brothers restarted the organization. From six years ago, it's now developed into, we have about 143 active members, and at our functions the number can go up to as many as 250 people who show up to our dances or cultural events. The main motive for the organization is first of all, to bring together people with similar backgrounds in a way they can help each other and support each other if they have any problems. It's an excellent support group, we find it. Many people have found many friends, relationships which, long lasting. One of the greatest things is that all South Asians have one thing in common, and well, many of us are first generation South Asians here, and one thing is we are facing cross-cultural conflict between whether we should assimilate or acculturate, should we hold onto our culture or ... should we listen to our parents. And we try not to give any solutions, but just offer help and understanding, and try to help them out through the hard times. Many of us have already gone through many discussions with our parents and have found out what works out best. What we try to emphasize thought, is that America, or actually this area, living here doesn't essentially have to be a melting pot where you lose your identity, it can be a salad bowl where we retain our culture and our religion without being ostracized, without being looked down by the American society. That's one thing many Indians or South Asians fear. They're afraid, I guess of this phobia of being around too many other Indians because the Americans or the white society will look down upon them saying, "Oh, they're that type." We're trying to break that stereotype. The secondary function for Indus is also to promote South Asian culture. The first way we realize in order to get other people interested in our society or that we do have something to offer is by showing them what the culture is all about trying to push away any misconceptions they have about the religion or the culture. And we do that through various ... this year, Indus has probably been the most active. We've put on a lecture series forum containing several professors and a discussion following about the issue of assimilation or acculturation and also about marriages and arranged marriages. It turned out be quite a success. Several parents, Berkeley parents, came including (which we were really happy with) about 30 American students came also, taking notes, so we figured they were probably Anthropology students or Social Science students, but at least they came and it was a good opportunity. I guess the people who benefitted the most from that were the Indians there because they were able to get out their frustrations that they have toward their parents and talk about it in open discussion. And it's amazing because a lot of people do have the same scenarios happening at home. Another, more on the lines of cultural oriented, we had last April 23rd, we had the ______________________ which is the South Asian cultural program. It's our second annual one. Last year it was held at the Julia Morgan theater, this year it was at the International House. Last year we had 250 people attend, and this we year we broke over 400 people. It turned out to be a great success. It was standing room only. The entire International House auditorium was filled, and the ... It was good to see because, in fact, some of the people who attended, some of the ushers, were in fact Americans who were friends of ours, and the majority of the people there were parents from the Bay Area, Fremont Area of the Indian society, however, many professors, we invited all the South Asian professors, all the Anthropology professors, and many of them did show up. Still, we still ... the crowd was large, but we still didn't bring in as much of an American crowd that we wanted. We did advertize in the Daily Cal for several days, and I think now , the main thing that the program brought upon us was a great amount of support from the faculty. The professors we talked about from the South Asian department we very supportive of us. They loved to see that we are holding onto our culture and do realize that there are a lot of benefits from it. The program consisted of things from fashion show to different dances, to musical singings, to a skit about arranged marriages, and then in the end there was a ________________________. It turned out to be quite successful. A brief synopsis of what the organization's done. Culturally, socially, we have ... we make sure we have a dance every month and usually it's a small dance at someone's house, and then during the fall semester we do put on a large dance, and it's called The Waltz our Indus dance we put on the fall semester and it's held at the International House also. And that is ... we do charge admission, and on the average, people from all over Northern California come. San Jose State, Santa Clara State, San Jose, Stanford, people from Oregon come over, up from Eureka. It's a large dance and it usually brings in about 600 students, all undergraduate students, kids, some high school students come together and get to know each other. It's a good way to meet people. Many of us, many of us will marry Indians, or South Asians, it's something that's almost accepted by both of us as a choice we make, as a choice our parents make, but since we are first generation Indians, and I think one thing that we also try to do is try to bring together, South Asians together so they can meet people, because I think the main problem is not that we want to marry outside of our religion or culture, it's just that we can't find the person who would want to marry inside the culture 'cause the population's not there, or if it is there, it's too dispersed. Going to Berkeley is an excellent way to meet people because there's such a large Indian society here, South Asian society here on campus. One of our motivations is to bring them together. That's about our social functions. Usually, in the past year especially last year and the last couple of years, the organization was more dominated with social activities, and the cultural activities were nonexistent. Starting last year we had our first cultural program and this year we added to that our first annual lecture series which we plan to have over and over again. [________] also had a fall film series which was open to the public. The group itself is also open to the public, it's not just for South Asians, but ... As for our experience with the faculty, the organization's experience has been very good so far. We have a great amount of support from the South Asians, South, Southeast Asian departments, the professors are very

helpful towards our functions, we get a lot of support from them including the Anthropolog
section departments. And this year we also ran short of funds, and so we went to the aid of
Vice-Chancellor Laetsch and he was very supportive of us, of our functions, and also funde
about $700 for our upcoming events. So it's been a good response towards that. Students ...
way the students feel towards education at Berkeley, I don't see, partially because we have s
great support group, I don't see too much problems, or I haven't heard many problems from
students in academic fields. Pretty much for the most part we get along with the people fair
well, I don't think there's that much prejudice towards us. As of now, I think the degree va
with people. The biggest problem I think the students have is possibly because they are first
generations here, is I guess assimilating with American groups. Most of them hang around i
their own clusters as being just a group of Indians and rather not dealing with the outside so
One of the things we do want to emphasize is that we don't have to assimilate, but we do ha
deal with them -- become actively involved. 'Cause not only by socially, but by politically
and we do have two senators in the ASUC Senate who are South Asians who belong to Indus.
are trying to emphasize more involvement with other activities, with other organizations in o
to try to break that image that we only interact with ourselves, an we're only concerned for
ourselves. But likewise we don't want us to break apart where we become what we call "Ind
phobic" or just not wanting to hang around Indus at all. Try to find the balance in between.

When you say first generation, you mean born in this country?

Many of us were either born in this country or ... I'd say about half of us were born in this
country, the other half moved here when we were young. I myself moved here when I was
years old.

No significance difference then between these two groups?

Whether we were born here, because most of us were raised here. When it comes down to it,
English was the first language we learned, but at home we all speak our own mother languag
My parents speak Hindi, and they had grown up in the Indian culture, so many of the dance
the Junior Prom, the Senior Ball, many of the activities we hold, they don't understand why
goes on or what's the purpose behind it. Dating is a big issue. It's always been a big issue.
Arranged marriages not so much as just the hope, I think many of our parents won't outwar
tell us, "You have to marry a South Asian." They say, "We wish you'd marry South Asian," b
they understand it's going to be our decision in the long run. And their main goal is to intro
us to a lot of Indians, that's the best they can do. But I think for most of us, and I think I sp
for most of us, that we will marry South Asian because of the problems it would cause peopl
Not that ... we'll marry the person we fall in love with, but because we are first generations
because our parents have such close ties, and we have such close ties to our homelands, we w
fall in love with an American, or we try to make sure this doesn't happen by getting more
involved with people of our own ... stature. Is there any questions?

Maybe we can ask some questions or take some questions ...

Are a lot of the students commuting?

Most of the students, I wouldn't say a lot, but I'd say maybe 10 percent, about maybe 20 stu
that are actually in our club that are commuting mainly because a lot of people from San Jos
Fremont, Danville area attend Berkeley, and especially the female gender. Most of the men,
don't know, but of those 20 I'd say maybe 18 are female. And the reason why is their paren
still fairly strict and fairly protective of the children so they do commute. And my sister is
perfect example. For the first two years she attended Berkeley she commuted from home.
it's very difficult for them to try and convince to them to leave, or to stay at Berkeley when
notions are, well, you only live a half an hour away from home and when I was a young ...
... much farther than that to get to school.
It seems like a lot of the concern is about who they marry or about who they date.

I think their concern is more like, if they do ... I think many of the Indian parents think ... think I should say ... their daughters are much more innocent than they really are, and that they won't be able to handle themselves in a social environment, and that they will be taken advantage of. That's one of the biggest concerns. And that partially stems from the fact that they weren't allowed to date or if they did date, they dating was very minimal. I don't know how much so, if their concerns of ... I think for some of them, I think they're right. Their parents are concerned that if they started intermingling with the American society too much that they will end up dating or marrying into American society. But maybe that's a secondary concern, the primary concern is that they will be taken advantage of. They watch TV a lot and they see a lot that goes on with drugs and dating and rape situations, and with Berkeley not being the safest campus around, I think that's their primary concern.

Within your membership, in terms of majors, do members of your group get a lot of parental pressure to major in technical fields, of scientific fields, or ...

I'd like to say no to that, but I think it happens. It happens, not so much now, though. When I first joined Indus my freshman year, the majority of the students were either pre-med or were engineers. I emphasize the majority. Now, (it was strange because we talk about this often, how the trends change so much) now there's only about maybe 12 students I know out of 140 that are engineers, which is very rare I would say. It's very rare, that's all I can say because you hear so much about Indians being engineers and stuff, but I think that's changing. With the freshman crowd, most of them -- there's a much more emphasis now in humanities. And more so in business rather than maybe English, there's a couple of English majors, and a couple of Social Science, Sociology majors, one Anthro major, one Journalism major, but it's amazing. The shift now is, instead of engineering, it's now pre-med and business, with only a few students majoring in that. There is a large pre-med society, a lot of pre-medical students in the organization. But I don't think it's so much as parents pressuring them, into doing, into going into medicine where if they do go into medicine, they can receive much more support from their parents. I'm not sure, I myself am a pre-med student, so I'm planning to go to medical school after I graduate this semester, but I'm not sure if chose another field, if my parents would be as supportive. I know since I chose this field, it was my choosing, it's one I wanted to go into, my parents have been very supportive, very supportive. But then there's people ... a lot of people, a lot of Indians here are from ... their parents are from say, Pujan, or they're Pujanti, and for Pujantis, their primary concern is business. The family, their lines go back into business, back in India in Bombay, and so partially from that, their parents being business, they go into business also. I don't see that much pressure where you have to be, you have to be engineering, you have to be pre-med, you have to be a lawyer. I think now it's just whatever you do, do with two feet, and jump into it and be successful at it, don't be hesitant. If you go into business, go in all the way and just be stable. I think for the women though, for the women, it's still seen, they're more flexible. They, the parents really don't pressure them into going ... whatever they want to do, they get to do. 'Cause I think the parents understand, in the future, they're not going to be the ones supporting the family, but still that's their viewpoints. For the males, I think it's more prominent that, listen, you know, for the men, I think, I'd say 90 percent of the men are either pre-med, business or engineering. You wont' see, there's only one English male major that I know and even he's going to medical school afterwards. So, there's that emphasis in, hey listen, you're going to be supporting the family, you need a stable job.

You said that there wasn't very much discrimination that you faced, however it varied. Can you expand on that? What do you mean by it "varies"? To what degree? To what extent?

I think it depends on how the person is brought up a lot, in the sense that some people, for me, the other officers in Indus, they don't see the discrimination, they don't see the prejudice there. They get along with both societies fairly well. To other students who have been submersed, who've been, whose parents have been overprotective and been very strict, I think they more, they see, they feel ostracized. They feel that, I think that they feel inferior almost to this society.

And where if someone tells them to do something, they'll do so, or they won't tell an American to, excuse me, move aside, you know, I was here first. They'll accept it instead. And I think that's mainly because they're not as outgoing and therefore they're almost downtrodden by the society. But overall, I really can't, my personal experience, I haven't felt much prejudice towards the Indian society or toward brown people. They accept me, I guess they accept us as Caucasian, or as just one of their members. The only times I think where it might come down to it, (it's very difficult to see, or it's really hard to see) the only time I can think is, because in education, where it comes down education and when it comes down to grading systems, for the most part, most Indians are up there in the top 10 percent and the jealousy factor sets in there. But ... I don't know if I haven't seen it or what, I really can't ...

It's not discussed often in your student group?

That issue's not discussed, no. The issues usually discussed are more back home, and what's going on back home. Because for most people, if they have problems, they can always find a support group with Indus. There's a lot of people who, for which ... in a way it's bad, but Indus is their life. I mean, their friends are all from Indus, they associate with Indus, they have dinner with Indus, they live with Indus, and so ... But it gives them a good support group, and I'm not saying that's bad. For them it works well, and they succeed. It's one thing they don't have to sorry about, they can concentrate on their studies.

[________], I'm going to have to bring this session to a close, we're running over of time, and you have a lot of ... but before we do this I want to raise a question that I think might be important to the sub-committee. I was wondering, it's this, I was wondering to what extent, if at all, do students within the Southeast Asian and within the former Indus group, have any identification or affiliation with other Asian students, Pacific Island students, is there anything like that, or is it pretty much a separate thing in terms of your relationships, or feeling of identity with the other Asians?

Unfortunately, it's more so separate, I'd say. We do have some interactions. We do, we participate in the Asian Pacific Cultural Association, that's only a one-time event, though. We don't have too much interactions between the Korean, or Filipino, or the Chinese associations. Why so, it's a good question. I guess it never really came up as to why, but for the most part we are pretty much self-sufficient in that sense where you don't have too much interactions with outside groups. The only group we do have interactions with is other Indian organizations at the different states, at the other universities, and also ISA which is the graduate division of the Indian association.

Again, I'm sort of stretching it in terms of the time, but for our needs, it's relatively important, would many of the students feel ignored or slighted if Indus wasn't included as part, or if they were not included as part of the Asian-Pacific Island umbrella, in terms of how they were approached as a student, or as a collectivity of students on this campus?

If they weren't?

If they weren't.

I don't think so really. I think for the most part since races are different almost, we've never really seen much affiliations with the other organizations, nor have we really attended too many of the dances or the other functions that the other organizations have. And personally I don't feel that they would be offended by it. I really can't say for everyone else, but I don't think, I don't think so.

Are you part of the Asian Pacific Council? Is that permanent? Or a one-time thing?

It's a one-time thing, you know. It's one thing I would like to see more of is a conglomeration of all the officers of the different organizations coming together. It's very, very minimal. All we have, is we have a student _____________ who's in the organization, he's our liaison between them. He comes to us once a year saying that they need a skit, these are the deadlines, these are the meetings. We have a representative go, and that's it. That's the only interaction we have with them.

Thank you very much. We really appreciate it. And again, if there are other things that you'd like to bring to our attention, you have through Reina, or anybody on the committee, you're welcome to give us any kind of input, either written or just through verbal contact.

I appreciate that. One question I did have is what sort of function or role do you play? Or does the organization play in deciding decisions and what sort of decisions are made?

We're an advisory committee to the Chancellor. We're more a sub-committee of that broader committee. We'll be collecting information and making recommendations in a report that will be coming out at the end of the summer. And hopefully that will have some impact on future programming and the policies in the area of Asian, Asian American students, and by extension, Southeast Asian students. That's why I was asking those questions. Well, thank you very much.

Thank you.

Thank you.

Moving right along ... Anyway, let's see ... representatives from the PAA, as I understand it. Is it [_______]? [_______]?

Yes, [_______], chairperson. What I'm going to do is just give a brief overview of our organization. I announced this at a meeting and a lot of people are here, and ...

Would somebody else, would you like to just kind of, join in with us, or ... Please feel free, I mean, we only have a limited space at the table, but don't feel like you ...

Just going right off I'd like to say that I myself look at myself as lucky in that I had never experienced any kind of discrimination, or isolation or anything like that, but I can't say that I speak for everybody that's why I'm really glad that other people came to give their views. First of all ...

Would you like to meet the people who you're talking to?

Oh, I'm sorry. This is [_______], he's my educational chairperson. I'll explain what his office is to you later. [_______], a concerned member, and our incoming publicity officer. [_______] our incoming education officer for next year. Next [_______] she's our incoming secretary and present publicity officer right now.

Let us introduce ourselves, starting over there. Why don't we just start with you, Akemi.

Okay. Akemi Tom, student staff.

I'm Mac Hopkin, I'm one of the campus Ombudsmen.

I'm Margaret di Stasi of Letters and Science.

I'm Larry Shinagawa, of the Graduate Assembly.

I'm Jere Takahashi.
Glen Hatakeyama.

Reina.

Paul Okada, student staff.

Okay ... What we do is, we're an organization composed mainly of Filipino students, but our membership is open to anyone. And in our constitution, the preamble, our main goals are to promote the cultural awareness of the Philippine culture, to end discrim ... well, to help foster a sense of unity by showing that there is cultural diversity on this campus -- not unity with just Filipinos born here and Filipinos born in the Philippines, but with the general campus -- to promote Filipino social and professional development, and ... well, those are the main things. How we do this, is we have various committees to deal with these problems. First of all, I'll mention the education committee and what they do is they deal ... they inform the members of problems affecting Filipinos in the Philippines and Filipino Americans here in the area of admissions, ...

Well, the main focus this year has been on retention. As most recent studies indicate, 50 percent of all Filipinos either graduate or are still enrolled after five years.

And that's one of the major problems that we're trying to work out.

One of every two is dropping out. One of PAA's major projects has been to develop a personal profile/questionnaire which will be handed out, actually mailed to all Filipino students who released their local addresses and it should be out sometime this week. We're hoping for a good response to come back to us at the end of June so we can work on the statistics over the summer.

And we'll get a little more into that later, but we have a community committee which deals with Filipinos in the community promoting knowledge of problems facing the Filipino community like substance abuse, AIDS awareness, and hopefully serving as role models to Filipino youth showing that there is things that they can get into other than drugs and gangs. We're living examples of hard work pays off, you can get into Berkeley, and hopefully with a little more hard work, can graduate and excel and get out. We also have an academic services committee which is in charge of referring our members to tutorial facilities on campus where they can get help in dealing with problems, academic problems, problems in classes and so forth. And then we have our other committee, social/cultural committee which promotes the social development, coming together and working together as a group on projects like dances and then our annual cultural night in which we show the campus and the community at large traditions and dances of the Philippines. And also what we've done this year is shown differences between Filipinos born here in America and Filipinos born in the Philippines and while we are the same race there are, because of the distances and cultures that we are ...that there are differences that should be made aware of. And those are our main committees that tackle big problems and things like that, but we also have other offices like finance and secretary and publicity. And this year, like [________] said, we've ... our main problem has been to tackle retention which is a really big problem. As he said, 50 percent of all Filipinos don't ... coming into campus don't graduate within five years. That's a really alarming statistic and he's been working on a profile to get some statistics on what exactly Filipinos -- how this Filipino student composition is, what problems they deal with, how many are commuters, and things like that. And we're also, this summer, going to use those statistics to develop some kind of a program in which we don't just go to the University and say, "Hey. There's 50% of us dropping out. We want to do something about it." We're going to go to the university and tell them, "Hey. This is a shared problem and a shared responsibility. We're willing to work -- well, we are going to work -- towards raising our graduation level, but we need help from the university."

One of the problems, and __________, it's a universal problem -- not just with Asian students in general. But there's a feeling of impersonalization that has to be overcome. And another thing that PAA will be doing this summer is working on a brochure to be sent out to all Filipino incoming students, as well as returning students who release their addresses. What this will be doing is presenting to them tutorial services that are available, where they are, and actual people they can talk to rather than just saying "well, this service is here and this is the number." It brings it more to a personal level. It obviously will be informing these people that, should there be any questions coming from Filipino students, that they should refer to them. We will also be doing the same thing within particular departments, within colleges around the campus -- like L&S, Engineering, and Chemistry and Bus. Ad. To try to personalize the university would be, I think, a great step in making the students here feel more welcome or more capable of utilizing the resources. Because a lot of times, you just don't know what's here on campus ...

(end of side)

One other thing we were talking __________ that just came about within these last couple of weeks is the immigrant students. They feel isolated from PAA -- they feel intimidated by American-born Filipinos and this is a problem that in my four years here has just come to light. And we're working on trying to make them feel that they can come into our organization and work with us to tackle these problems. They're from a different culture where it may not be in them to be outward speaking like some of us here, to express how we feel. They may tend to keep it within them or not be outward and that may turn American-born Filipinos here, you know, they may get the wrong idea that, "Hey, they're not friendly," but they weren't raised that way -- to be outgoing. And because of that they've been feeling a little left out to the point where they want to form their own organization of immigrant students and we feel that that would just lead to two cliques. What we want to do is work with it together in PAA just so that we can ... there's no need to form any organization to deal with these things.

One of the biggest lessons we learned this year, just basing it on our own previous experiences as well as looking into the history of PAA, is that there has to be a more concerted effort of reaching out. It's easy to say these services are available or people are available if you want to talk to them, but it's really a matter of going to the membership and saying, "Well, this is a problem. We're going to talk about it now and if you have any questions to do so. And as I was just saying before, it's not just the responsibility of the student groups, but also committees such as yours, to talk within the proper channels, to talk to the people, possibly on a personal level like you're doing now, as well as the ASUC. I mean, they're elected and appointed officials who, in my opinion, really didn't get out to student groups and find out what their concerns were. And it's just a matter of saying, "Well, we're here." And I certainly hope that in the future problems like that will be dealt with. PAA is certainly making an effort now.

Did you have any specific questions you wanted to...?

You mentioned many real differences between the native-born Filipinos and immigrants. And you mentioned one of them. Could you expand upon that a little bit? What are the differences?

Well, like, okay, some of them aren't as open as we are. Others may have, I don't think morals is the right word, but things we do may shock them. You know, going out on dates, a guy and a girl alone. They may be used to having a chaperon with them or going out in a big group. (Would anyone like to join in?) I'm really not an expert on ... because, like I said, I have a different point of view of American-born.

Well, speaking ________________________ the main difference is ______________________ and my past roommates have been Philippine-raised, I feel, I mean, because I have a lot of friends ______________________ and the main difference is just almost attitude. Because they do have stereotypes of us -- of American-raised -- and sometimes it's more like the way they see us that I feel _____ not so much that they're not so open, because they are, it just seems like there's intimidation on both sides ________________________. They miss home a lot. And I will say that a lot of them want to foster the environment that they had in the Philippines, here. And most of it can be social, most of it is on individual taste. Like, we listen to different kinds of music, we dance differently, sometimes it's hard to be _________ and remain different. We have common cultures except being ... the American-raised, raised here, we're a lot more forward I guess.

Forward is a good word for it I think. There's a general attitude for those Filipinos who are born here or who have lived here for a long time. And that, I guess in comparing the cultures, there's much more of an assertive attitude that must be taken here. And when you're raised with that type of impression put upon you -- that you really have to be assertive, you really have to go and get what's available to you -- that sort of attitude, I don't think, is really stressed as much in a Philippine's background. You know, where ... there's this term called "bahalanag," it's in plain terms "whatever happens is going to happen". Not exactly assertive when we think about it. And that sort of impression is left on immigrant students and although immigrant students in coming to a university like this would be more assertive just to get in, that feeling of intimidation that Reina had spoke of earlier tends to make them a little more withdrawn. And the fact that they're learning a second language also has a bearing on whether or not they can express themselves as well as those of us who were born here.

You talked about ... it's going to have to come from them, they need to sort of like speak outwardly more or whatever, do you see any way in any role that either PAA or the university or the administration can ... what steps they can take to sort of alleviate this? It's really at ... it's almost like you're asking them to do most of the groundbreaking, and granted it has to begin with them, or a major effort has to be within themselves, but what can services on the university do? What can PAA do, whatever, to sort of make it easier for them to come up and approach us?

That's really difficult to say because like I said, the problem is just ... made aware. We were just made aware of it very recently. And it's a big problem because, like I said, they have already taken a first step by making us, by showing us how they really feel, but in talking with them, it's hard for them just to do that. And I think one of the major things is we're going to have to be more open, more personable. I really don't know what the university can do, it's a little hard for a very big university to be personable, but it can start right here in our group. We have to make the effort to go out and talk to them. Not being intimidated towards ...

Well, there's one thing I'd like to say that just kind of reached my mind about the main difference between Filipinos raised in America and raised in ... A lot of the immigrants come from a comfortable class in the Philippines and they are used to having maids and servants do things for them. In coming here they are alone, and I don't know how well they can ... adjustment can be when you're so used to having, you know, like, you just tell someone, "Oh, I need this," and they go out and do it. They have people to do the business for them. And I think just now, they're finally getting themselves together and saying, "Hey look, we've got to do something about it," and they did take the first step in approaching them. But, there needs to be a lot more communication for us to go to them.

I think at least as far as the first step in reaching out, the brochure that we had talked about before I think can give a step in at least letting them know that coming from an organization such as PAA, and possibly university sponsored, I'm saying that, the sub-committee on Asian Affairs, this is in full agreement or fully supports or co-endorses or co-sponsors this thing, might be a step in at least letting them know that there's something, there's something going on here in terms of reaching out to them rather than saying, "Well, be with the university," you know, "Good luck." I understand you're doing a study on retention, but have you seen any patterns that you could report to this sub-committee about the retention issue ... for Filipino Americans?

Only within the past three years, I'd have to say, as far as retention goes, the retention rate for Filipino students had dropped eight percentage points in only two years. And that's when it really started getting annoying. Just recently, after speaking with Matt Denn, PAA has received a seat on the Vice Chancellor's committee on retention, and this commission will be meeting over the summer and part of the things that we've discussed with you are the things we're going to be discussing with them. The biggest thing that we've seen, is along with a stagnation in enrollment, there has been a decrease in the number of Filipinos who find that they can stay in and it has become a major concern of ours and we have ______________________________ certain other groups as well.

I'd like to point out something you might do better than the administration. Some years ago, I tried to make a study on retention and I found out that I wanted, really the information that I wanted wasn't on the students retained or available, easily accessible by and large, but they were on the students who had disappeared. And because they disappeared ... you know, if a student flunks out and is dismissed, he's not very likely to answer a letter asking about the nature of his problems coming from an associate dean or something, so the result was that we got back almost no information on the students who were not retained. I should think your organization might be able to do much more on that. Because they're the ones you're concerned about. Ones who are still here, obviously are not your concern. It's the ones who disappear.
That's a problem that my committee and I had discussed before we even started putting together the questionnaire. We said, "Well, how do we reach out to the people who have gone," because that's really where the problem lies. It's not within our rights to get the addresses of these people to send the questionnaire. There's a lot of touchiness in discussing with people ____________________ people in the Ethnic Studies department about trying to get these addresses. What we've had to say is that, we have to go with what we have here, judging from ... I mean, because we're still going to have problems, students who are having problems staying in, in the university at this moment just as we did a few years ago. So what we want to do is reach out to them and find out what's going on with them now before they leave. And perhaps working that way, we'll have at least a better idea than we would if we were just pulling students passing by.

Have you tried writing a letter contesting if the college or department concerned would mail them? That way you don't have to look at the address.

That's a good idea.

And there's a mutual interest, you know, if you agreed to share some data without names, you might find that there would be cooperation from the department.

That's a great idea.

Are the surveys coming back nameless?

Yes.

Do you have any ... you know, you can't give a certain answer, but do you have any ideas or hypotheses on why Filipino students are dropping out at such large rates? What do you target? Is it academic, financial, cultural?
My feeling is that the burden for them goes beyond academics. There's a tendency ... I'm sure, well we'll get the surveys back, but I'm sure a great percentage of Filipino students are commuters, they're working, in some cases, they're helping to supplement the family income, in a lot of cases, they're the first member of their family to go to college, and although, there's a great pressure to succeed, there's also a great pressure to help out the family. And a lot of times there would be a tendency to look to the family's interests before their own.
I heard you talking with the guy from Indus and taking about being forced to go into certain majors, not forced, but just, just ...

Encouraged.

Encouraged, yeah, encouraged. I think that that may have a large part to do with it. If someone doesn't have the aptitude to be pre-med, a lawyer, or an engineer, which is pretty much the big three professions that all Filipino parents would like their son or daughter to be. They may keep on trying at it, and I know some people, I've had this experience where you're trying to go pre-med, or whatever and you just don't have the aptitude for it. And you get into academic trouble, and you just have to ... I changed my major before it was too late, and I'm doing much better now, but for some people, they may not realize it until it's too late. And they get into academic trouble, they get dismissed, or put on probation, or whatever, and that may be a reason, too. But there's no real hard data to go on, unfortunately. I've never heard of any big studies being done on this. And like Mr. Hopkin said over there, maybe there was, and there just wasn't a big response, because people that are, that have been, have dropped out or have been dismissed, they really don't want to talk about it. I know I wouldn't if I was. So that's the big problem, there no real data to go on. I think that, hopefully starting with this profile, hopefully getting responses, that would be a step in finding out what's going on.

There's one thing I'd like to say, is like I see the emphasis that retention is more on dropping out or being dismissed. In some cases, I would think that if some people can't get into the majors they want to, they just transfer to another school. You also have to look at that factor. Some majors are very hard to get into.

Do you think it would make a significance difference if the number of Asian staff people, direct service staff people, were increased, or there were more of them?

Definitely. Definitely.

For people, for students to go to.

A counselor at L & S, her name is [________], she gets overwhelmed by the problems and concerns of Filipinos here. It seems as though she's the only one that people will trust or people feel comfortable going to. And an increase in faculty and staff here on the campus will be exponentially a lot better. The results would be much improved.

If I can comment on that. [__________] always approaches [________] or myself in the past to organize a workshop for Filipino students right before ACE so that she can hit all of us at once because she can anticipate a lot of Filipinos signing up right before ACE or at certain times of the year.

She can't do the job alone. She has been, and really needs, really needs a lot of support.

With 800 Filipinos on campus, it's kind of difficult if all 800 are knocking at your door, "Can you see me? We have a problem." So I think if there was an increase in Asian staff it would definitely ...

You know, you mentioned earlier one of the key things about, or one of the key problem areas was the problem of impersonalization or impersonal atmosphere and things that are related to that. We're concerned about that because it relates to this whole issue of campus climate. Is there anything else regarding campus climate that you feel is ... has an effect on you, other students, or students that you observe in general?

Personally, I've never experienced anything like that. Like I said, I can only speak for myself. I'm sure that other people have other experiences, but ...

I would like to say the same thing. I've had no direct incidents of any sort of alienation, discrimination, or racism, but like ... just as [_______] said, I can't speak for everybody.

This includes staff, faculty, students?

Yes, sir.

It's about time, because [_______] is going to ...

One last comment

What he had to say was I think one of the reasons that we haven't experienced any discrimination, at least for myself, is I like to tend to be a go-getter, go out for myself and just voice my opinions, do whatever, and that's me, that's him. I'm sure that there are other people that aren't willing to, or that you know, won't take it upon themselves to go out and get things done or whatever so that may be one of the problems, there also.

One quick comment before we go. I had noticed that the representative that spoke to you previously had mentioned that APC was a token, once in a year, short term ...
No, he didn't, I'm sorry.

Okay, maybe I jumped into a lake, but then APC, just a quiet plug, APC is a lot more than that now. There's a lot more that's going to be done as far as communications, and working together with Asians and Pacific Islander student groups.

I'm sorry. He was speaking about Indus's participation in APC being a one-shot...

Anyway, I'm sure you'll get ... we'll talk more about that later.

Okay, well we thank you very much for coming and spending some time with us.

(tape turned off)

...It's unfortunate that we don't have a lot of people. I couldn't get some people because they're busy with exams and things of that nature.

Well, we understand.

But anyway, what I want to say was really that because of the fact that I am a graduate student, I'm not as sensitive to the issues of the undergrad as an undergrad would be. And also, the description, stuff that I gave this morning, I think, is fairly accurate regarding Vietnamese Student Association, the club's activities, but perhaps it may not be accurate of the Vietnamese students on campus as a whole. It might not even be accurate as to all the members. And the reason mainly is the same thing is that a lot of students when they're active in the club, we usually do things not so much for ourselves, when we do things for ourselves, it's more like just social things. But when we do things for academic reasons, it's not for our own well-being, it's mostly tutoring other people, either tutoring them in English or Vietnamese and these tend to be high school students and other things like that. And the issue regarding academic well-being is ... in a sense, we have not been very sensitive to that and we have not looked into that very closely. And from hearing questions you have on, you feel some concerns for that ... in that, in general, well, I can't say "in general" but I think that it is true that a lot of them, either they do not realize the existence of these campus services, or that they do not use them because they, for some reason, they don't feel comfortable enough to go talk to a stranger regarding something. And they tend to try and reach out to friends if they can find the friends to help them. And if not, then they just somehow either go away or try to handle things on their own. ____________________________. So what I'm trying to say, is I guess we're not as ... we're not really aware of the problems, but I think, I do see in a sense, there are problems out there, but we just have not been very sensitive to it. And it's very hard to reach out to people especially when we call meetings or something, and they don't go to meetings and they just don't want to discuss these things. These are the kind of things that you usually do not discuss in public. So it would be very hard and perhaps in some ways we have not done enough. We have to try and do that because we are ... you know we have other activities that we are trying to push at the same time. One thing from this morning is like when you have ________________ student admissions, Student Union pass out a sheet of all the activities, all the services that are available to them on campus. Such as the Student Learning Center, the counseling centers...

They're all listed in ...

If they come to orientation, they hear about them.

They're also listed in the General Catalog. There is a booklet now that I think is passed out to everyone that is directed just to student services.

Resources.

And when are those things being passed out?

Well, again, they get them at orientation, and I believe they are left in every dorm room.

You know, [________], once -- and maybe Glen might have some other observations on that -- I noticed at one point, and I don't know to what degree it's changed, but there were quite a few Asian students, and particularly the foreign-born Asian students, who tended not to go to the orientations, and I was wondering is that still a correct observation, and if so, do you have any idea why it may be the case that the students tend not to go to the orientations where they can get this kind of information?

I think you have a good point regarding that. A lot of them, a lot of people I know, skip orientation. They just sort of do the minimum that's necessary to know what classes they have to go to and what classes they have to take. But basically, that's it. They don't take enough steps to understand what the university is all about, what resources are available to them. I think a lot of it has to do, first of all, perhaps they don't realize that such things even exist, and they don't realize the importance of orientation, I guess, and going to these things. Especially if they come from a region close enough, like San Jose or something, and they have friends who have gone here, who are going here or who have been here, they just feel, well, I know someone who sort of knows this place, so they tend to rely on that more than the general information that's being passed out to them. And actually, a lot of times, there's a lot of information out there, if I just look at it, at the booklets being passed out or something, but sometimes, I'm not at the right place and the right time, and it's easy to overlook these things.

Perhaps in your orientation for your group, you could make this something you encourage them to do, to get out to ...

Right, I think that one thing that we could do, is that we could try to do a better orientation. And some people within our group ourselves trying to get this information from the university.

But I'm thinking the other thing. So many of these orientations are given at a fairly local level, and the orientation and L & S student might get might vary in quite a few details from one that an engineering student might get, because some of the processes are different, so you need to encourage people to go to their local orientation also. That's very important.

Right, except that usually when they go to the orientation, that's like before, even before our first meeting.
I realize that.

And so that ...

But you said you do outreach in high school, I believe.

Yes, so, we do go to some high schools and give an overview of the admissions procedures to UC, things of that nature. So that's basically what I'd say.

[________], what are you a graduate student in?

In Computer Science.

Thank you very much, [________]. Okay...

(tape turned off)

... that we did hold.

Actually we're interested both in your organization, but we're also interested in learning more about the experiences of you and your student, fellow students particularly in the academic and extra-curricular areas. So it's really more than learning about your organization. And we're really curious to know about your educational experiences at the Berkeley campus, anything that's positive, anything that's negative about that experience.

You mean, in the club's point of view? Or you mean the activities that we provide for the students?

In the club's point of view, not necessarily about your activities and experiences at the University of California. So we're interested in both things.

All right.

Before we start though, we'll introduce ourselves to you very quickly.

Surely.

So you'll know some of the people. We'll begin with ...

My name is Paul.

Reina.

Glen Hatakeyama.

I'm Jere Takahashi.

Larry Shinagawa.

Margaret di Stasi from Letters and Science.

And I'm Mac Hopkin. I'm one of the Ombudsmen on this campus.

Akemi.

I guess I'll start on, like do you want to know what activities we did?
Sure, we'd like to know about the organization.

Generally, we ... social club that we try to provide extra-curricular activities for the Chinese student community at Berkeley, but we also have a lot of Caucasian and non-Chinese members. Our members consist of Chinese from Hong Kong and from Taiwan, and China also, so there's almost a half-and-half balance of Cantonese-speaking and Mandarin-speaking members. And like last fall we had ... every semester we have a dance, that's like a regular thing and then we have extra things like we had in fall, we had the picnic, a mah jong tournament, a dance with USF and SF State, a film show and a volleyball tournament with CSU. That was the things that we did last semester. And this semester we started off also with the dance, and then we had pot luck during the Chinese New Year, and another mah jong tournament, also. And we had three film shows, and we sponsored a political talk by two politicians -- one from Hong Kong and one from Taiwan -- and they talked about how they were promoting democracy in their own country. And also we closed up this semester with the biggest event of the whole year, the Cultural Night which is like a variety show. And we spent a whole month doing that and we spent ... everyone participated in it. We had members helping out also. And also, we had another sports event, a basketball tournament with ABL, that's Asian Business League. And that's basically what we did the whole semester. Academically, I think ... you want to know about the pressure, or how we, like ... I'm not too sure what you want to know about the academics...

We were concerned about your academic life, the experiences. Do you feel pressure? There are some things that are very difficult for students ...

Do you have problems?

Oh, well, for me, I don't feel too much pressure at all, maybe because I was here for ... I was in the United States studying for ... this is my fifth year, and I feel quite comfortable here, but sometimes I do feel that I'm kind of divided, I'm not into the Caucasian community here. I know maybe, I'm just not ... there are some cultural differences, they way we think, I think. But in classes I feel quite comfortable and I don't feel any problems getting into any classes or talking to any professors or any TA at all. And I haven't heard any complaints from any members or any cabinet at all. But, I guess like, I don't know, maybe a lot of Asians, a lot of our members, I feel that they emphasize a lot in the academics. I feel that they kind of disadvantage, so I guess they spend more time studying. That's how I feel.

Let me ask you, in terms of your organization or the vast majority of your ... well, what percentage are foreign-born versus American-born?

You mean local and foreign?

Yes.

We don't have a very exact number, but I think, like almost half and half. Maybe like ... half and half, I think. A lot of them, like they came here a long time ago and they were brought up here and a lot of them, like myself, they came here for ... starting from high school onwards. And I guess it may be more foreign-born, but a lot of them are already new students, American society oriented, instead of just came here, right from the old country.

Did I get a wrong impression? Did I get the feeling that you were going back somewhere when you get through here or is that ...

No, well, actually, I plan to, if I can get a job here, I plan to continue to stay here and work here.

Did you come here on an F-visa?

Well, I started out with an F-1 visa and right now my family is immigrating here. And it depends on where I can get a job. I may return back to Hong Kong where I live, or maybe I will stay here.

What's the difference between the Chinese Student Association and the Chinese Student Union?

A lot of people ask that question. Well, the CSA, most of them, I think ... we have more members that speak Cantonese than CSU, so there's a little bit difference promoting the Hong Kong culture and the Taiwanese culture. That's the biggest difference.

Does your membership have a large number of foreign students, F-1 students as compared to American-born or American-raised students?

I'm not sure, because we didn't ask that in the questionnaire, or membership form, but I think we have ... I think ... from the active members, I think we have ... less ... of foreign people, I think. I'm not too sure. I think a lot of them, they... a lot of the members of like our ______________ they are used to this society already and I don't see any problems that they actually face. What about use of student services? Could you speak for your organization do you know anything about how people use learning centers and counseling centers?

Yeah, I think a lot of people use them, because like even in our cabinet, one of our cabinet teaches there and I know a close friend of mine who's in the cabinet, she also goes there to use it. And I think a lot of the other members do use it.

What about the counseling center?

The counseling center, I'm not too sure. I haven't heard any one who went there for help yet. I've heard some people talk about going there like last semester, some therapy, the pressure they face, the work load, but I haven't heard of anyone who actually went there.

So have you had discussion about depression due to pressure and too much of a work load? Is that what you just said?

Yeah, just talk about it, but ... yeah, but I didn't hear about anyone actually go to the counseling center.

But is there discussion about that topic in your group?

Well, we didn't organize anything. It's like, just in our events we get together and sometimes we talk about it. Like discuss it, tell each other what the problem is.

Is that a common problem with your membership?

Well, I guess every student faces how the work load builds up. At that time people start to talk about it, it's not any characteristic about ... of our members, I don't think so. What about ______________________ given discrimination from the faculty or the staff or administration or other students?

I haven't heard anything, any members, or any cabinets talk about discrimination in the faculty or the administration, but from our discussions, they talk about getting jobs and how it's kind of a disadvantage that they're not American. But I didn't hear any problems about that, about discrimination in classes.

If you're here on an F-1 visa, is it a lot more difficult to get jobs?

Yeah, it's true.

Does anyone have any more questions for ______________________? No? Well, thank you very much.

All right. Thanks a lot.

Thanks for coming.

STUDENT HEARINGS

Noon-time Open Meeting

May 4, 1988

STUDENT HEARINGS

Noon-time Open Meeting

May 4, 1988

Hi, my name is Glen Hatakeyama and I work at the Student Learning Center. I'm Margaret Di Stasi I'm from Letters & Science. I'm Jerry Takahashi and I'm chairing the subcommittee on Student Affairs. I lecture in the Asian American Studies program and I also work in Undergraduate Affairs, Academic Services for student athletes. I'm Larry Shinakawa I'm a graduate representative. We have two other people on the committee Professor Mac Hopkin from the department of Engineering. He's suppose to here. He might be coming in later. We also have another undergraduate student representative from the ASUC, [________]. Here she is. So maybe you can tell us who you are. What your major is. Why you're in school. Please come in. My name is [________], I'm a senior. I'm graduating. I'll be attending law school in the Fall. I also work in the Student Learning Center. My name is [________], I'm a sophomore undeclared. I'm going to declare pretty soon. I'm going to be majoring in __________ science. I haven't made up my mind between Physio-Anatomy, Genetics and Microbiology. Good. My name is [________] I'm a freshman-Electrical Engineering major. My name is [________]. I'm undeclared. I'm intending to try and apply to business school, but I'm exploring other options.

You know we have probably some specific questions we'd like to ask of you. But, clearly you've been through talking to friends or maybe through the notice in the newspaper you were struck by it. You felt an interest to come. I think we'd be interested to know what kinds of things are on your mind about your academic or extra-curricular experiences at CAL. Can we just talk very generally about some of the things that are important to you?

Actually, I didn't know about this discussion; I was in the office with Glenn and he informed me about this. The reason why I'm interested and why I came, I'd like to see get out of this is the fact that a lot of the student initiated and a lot of student involvement on this campus really stems from students themselves. The student groups, from the ASUC, and I think a lot of the time that ever since I've been here I feel kind of distant from the university. It doesn't really seem like the university has put out the same amount of effort with the same amount of interest. And I think that this kind of forum hopefully, especially since all of you are affiliated with the university, in one way or the other can serve as a mediator or at least be able to channel some of our interests and opinions to the university and hopefully to take some of our input and try to make more of an effort for the students to represent some of the student interests.

Would you like to share with us what some of your specific interests would be?

One thing that I was involved with on this campus that the university has organized and had been supporting is the immigrant student project. I was one of the student coordinators ________ with Glenn and Jerry. And that's the kind of program that I think the university has supported those other sections of student life component also the residential student life, commuter student project. I think those are the kinds of activities and the kinds of program that let students work with the university to develop programs for students, and where students can get involved also. From my work with the immigrant student project we depend upon volunteer work with other students on campus. It's a way for them to get involved, to have the resources and connections on campus to develop programs that reflect the interest and needs of the students on campus. I think that's an example of the way the university can address the concerns of the students. I would like to see it expanded to a lot more students. To give their input, to work with the University more with university resources. Because the students are limited to their own resources without the assistance of the university.

(Different student speaker) I'm having a hard time trying to answer because I don't understand the question. What do you want me to talk about? The Academics? (You can say something about the Academics.) Academic experience first, where do I start? O.K., Instead of giving something really broad and general I'd like to share a certain feeling I have towards some of the classes that have been taught here. The quality of academics I'd say is fairly good. The only problem I see with my experience (because U.C Berkeley is such a huge school) is that information is being shoveled into me and it's up to me learn basically from the book (you see -- usually I see many of my professors regurgitating from the book) what I do is just read from the book and I learn all the material. I have had some exceptions where I've gone to classes and instead of material being given to me from the book. Some TA's and an Associate Professor actually presented another side of the topic, which really got me interested in the topic, and I don't see that happening a lot here. I prefer seeing things more on a personal level instead of just reading from it. And, that's the most valuable thing that I've learned here at the university. Extracurricularly, well first of all I came to this forum because I was just curious of the issues that he brought up because I'm kinda ignorant about them. My extracurricular experiences have been mostly on the student level. I grew up in New York in a very rural area where you could count the number of Filipinos on your hand (there were only ten in my school) and I've joined PAA here (Filipino American Alliance) just to see what it was like to have an experience with my roots. I've learned a lot from that from PAA. But it's only on the student level, I've learned how the organization works and I've learned a lot about the cultures a lot about my culture, actually. On the basis between how the University works toward the students organizations I haven't been really in contact with that. Other extracurricular activities I did join a Fraternity (I'm a member of Sigma Alpha Mue) there's a lot to say about that, but I just think it's a wonderful experience. It's big part of my college life, besides that I hope you guys ask us some specific questions because it's kinda hard for us to really delve into our whole college career and give you a feeling of what our career is like.

We will. We can ask some questions.

(Another student speaker) Since this is my first year here, my first experience at Cal was the immigration student project orientation and services like that gave me a big push, because I met a lot of friends who I talk with now. Services like that are really helpful. On the other level I've been on the Asian Admission issue too. I'm going on the assumed coalition on Asian Admission and I like to know the issues that effect the students and I like to try to find out all I can about it. I came from a high school that was very ethnically diverse and even though there are different ethnic groups we didn't feel like we were all mushed together. But somehow I don't get that sense here at CAL. I feel that there are separate groups on campus. I see that usually Asian students associate with Asian students. All the Whites hang together all the Blacks hang together.

How do you feel about that? You do you have any questions about that, compared to your high school experience?

Feels strange. But I don't know I can't pin pointed it whether it's because of the institution or the students themselves.

I guess you haven't had a chance to meet everyone else. I'm Jerry Takahasi from Asian American Studies and Undergraduate Affairs. I'm Glen Hatakeyama. I'm Margaret Di Stasi from Letters and Sciences. Hi, I'm Larry Shinakawa, Graduate Representative. I'm [________] from ASUC.

Who are you?

I'm [________] a Mechanical Engineering major. Probably a minor in Asian American Studies.

Are you a Freshmen, Sophomore, Senior?

Sophomore.

What we are doing is just giving an opportunity to say what is on your mind. Whatever interested you to come here and perhaps make a few comments. Basically I saw the notice in the paper (actually this morning) and I was just wondering what was going to be happening. Boy, that's a real small room probably won't be many people there! Just comments in general? One of most interesting things to me about Cal is because, my high school was ethnically diverse too but at my high school that meant we had lots of Blacks and lots of Chicanos and I never really had to deal with being Asian until I got here. It was never an issue with me. I identified more with being a woman than being Asian. That was a bigger deal in terms of, you know, discrimination and stuff like that. And being here my roommate in the dorms, who's Black, and I think that's really changed me because race was such a big thing with her and suddenly I started thinking about it. For me coming to Cal has all of sudden has made me realize, wow, there's something to this race thing too. And I've started taking Asian American studies classes and that was really, really interesting. I think that's the biggest thing for me. One of the things that really bothers me, especially as a Chinese person is how the CSU and the CSA are separate and how they seem to (I've never been involved in either group so I'm looking at it sort of without a lot of information I guess) that they in-fight a lot. And its really pointless that Asian people (even Chinese people) need to get together and here they have these differences you can't speak Cantonese you can't speak Mandarin. And that's their big thing and they can't get together to unify and do anything because they're such separate. That's one of the things that really bothers me.

Since you've been on campus do you feel there has been situations or circumstances or anything that you've been effected by because of your race?

It's little things especially in Engineering you have people say, "Oh, I don't want to take that class there's so many Asian people in it. The curve is going to be so high." It's really scary, you find yourself falling into the same thing too. And you start thinking like that, and you have to consciously say, "Come on, that's not true. Come on, I'm Asian I screw up in all my classes." So, it's little subtle things like that, nobody has come up to me and confronted me and said, "Hey!". But it's the undercurrents, people will come up to you (It's really scary sometimes, even though you're Asian) and say, "Oh my God, I can't believe all these Asian people on campus." Come on what am I? You know it's really insensitive at times when people will do that because they think, "Oh, you're one of us." Or something, I don't know, it's nothing's really overt, nothings really has happened to me, in any case.

Do any of you have any similar feelings about the significance of race and ethnicity? Or have you had different experiences?

I've kinda had a dual experience with that. I think that race sometimes is a double edge sword, in that if you're Black, Hispanic, Asian or whatever it's almost an obligation that you have to be part of it. To understand all of the issues, to be concerned like everybody else is concerned. If you're Asian at times I felt that you were supposed to be outraged, by especially with the thing with the Asian admissions. That you were expected to be outraged with everybody else, that you were expected to be swept up in the things that you were supposed to be aware of. And that you were suppose to be sensitive to and yet on the flip side, some students do actually kinda want to get away from it. They don't want really to be involved with it. And there is just different levels of involvement and identification that some students have and some students want to have. And there have been times where I've been confronted specifically about things like Filipinos still being on Affirmative Action when supposedly they shouldn't be. About when I've worked with the Immigrant Student Project, somebody has approached me at the table when we were advertising for one of our events. They were vehement about the immigration rates and things like that. And it's just sometimes you just can't help but to be confronted by it. Where I get the feeling that some students want to get away from it. It just doesn't seem that the university really allows you to be comfortable with yourself and to find you own little nitch on campus. It just seems that there are so many things that are pulling you to either one extreme or another to totally apathetic or totally involved. That those are the kinds of experiences that I've had. Other students feel that they have to be one or the other and they can't do anything in between.

Right now we're talking about the impact, the way you've been treated because of your race and ethnic background, we're asking has it been positive? Has it been negative? Has it been whatever? Do you have any thoughts about that. We'd like to hear from you. (O.K. we just jump in). Yeah, jump in. O.K. I saw the ad in the newspaper I'm going to be graduating so I've been here for four and half years. (Good.) So I guess I've been through a lot and well I was thinking perhaps you'd be concerned with specific racist incidents that I've come up against personally, at my stay here at Berkeley. I was talking to some of my other friends if they've had similar experiences and I was kinda surprised that I've seem to be an exception in that I've had and exceptionally high number of these incidents for example, maybe it's my personality or my confrontational attitude but like I almost got into a fight on Telegraph Avenue once. A guy started calling me a Chink and I chased after him on my bicycle, he was in his truck so he kinda got away. And another time I was at the International House and I met some Japanese international friends, who were also at the International House we were walking up the hill on Bancroft and I was practicing my rudimentary Japanese and this guy started coming down from across the street and saying, "Ching, Chang, Chong why don't you guys go back from where you came from." It's a familiar story. But in terms of the academic setting, there was one experience I had (I guess this would be more of a case of racial insensitivity rather than outright racist antagonism. But a teaching assistant, it was a class [________], we were talking about euthanasia and she kinda made a smart ass comment, "Oh, euthanasia, that's like summers in Berkeley. Tons of Asian Students on campus and yes, welcome to Asia." Me and this other Filipino guy in class, we were like moving around nervously while everyone else is laughing. But, I just came late, I'm sorry. I heard you talking about Asian Admissions. To me that seems to me the most pressing issue facing the Asian Students on this campus. Because not only in a sense I can sadly accept these racist incidents on a personal level as a sad reality, as a sad fact of life. But when I see these attitudes the university and administration thinking that there are too many Asians on campus and how it projects this official university attitude that there are too many Asian on this campus. That our presence beyond a certain number becomes resented that really bothers me the most. And so everybody wants to see this committee coming out as strong as possible against... To really attack the university's record. For the past four years they failed to resolve this issue all along for the past 4 years ever since I started out here at Berkeley I just think about every year all these high school students who applied to Berkeley and being rejected and they don't know if it's because of their ethnicity. I came across this poll taken at Lowell High School once where it showed a majority of students believed that Berkeley discriminates against Asians. And then I hear about how U.C. President Gardner, making statements saying that there are too many Asians. I came across this pamphlet once where former Vice Chancellor Watson Laetsch talks about are we suppose to accept every refugee kid who applies to this campus. Everywhere I see this whole attitude of resentment of too many Asians on this campus. Before we can even start changing things on a more personal level it has got to change within the university.

Please continue on.

It feels good to hear you people say things like that. I've encountered too many Asian people who say, "Oh, I don't care, I got in." I have encountered so many people who have said things like that you don't even know what to say to them, "Hey, that's not the point. Don't you have a little brother or a little sister, what about them?" "Oh, they'll do O.K." It's just the apathy sometimes on campus just kills me.

Well, in my case though, I'm a Junior now, but my first semester here, I think the saddest thing, I even said there were too many Asian here. I didn't realize al lot of these screwed up things in my mind were going on until like late in my sophomore year. When I started becoming more politically aware, but my first semester here, I think it has a lot to do with the fact that I grew up in Foster City which is really a bedroom community suburbs and any Asians there are pretty much bananas or really F.O.B's and you want to stay away from them and you don't want to associate with the _________ types. So when I came here I had so much of this garbage internalized and self hatred that I can really sympathize with the apathetics because I even took it further and said, "right in a sense I don't belong here." And even though I've come a long way into realizing how wrong that is I still have a feeling, like maybe I don't belong here. I've come across people, like last year in the dorms I lived next door to a guy who one night he was drunk and I could hear him I guess talking really loudly to his buddies about how there were too many Goddamn Asians on this campus. And he can't do well and he's a Genetics major well eventually he dropped out of school. But you know I think that proves scapegoat, the thing is that there is something really wrong when you have to say blame it on a entire racial group. Rather than looking at yourself or the system and then I've also come across TA's. There's one particular TA in the [________] department. I'm a [________] major and there aren't that many racial minorities, and if you do see one its kinda neat in your classes. My first [________] teacher, for [________] 1a, she I think treated me as a good little minority kid, I respected her I thought she was really neat and this kind of stuff. But I did terribly in her class. Terribly for me is a B-, you know the way I've been brought up to feel about doing well, because that's how you get ahead in life. But, I had friends who also have her, friends who were maybe more proud of their ethnicity and she has in some sense humiliated them in front of her students. To a couple of Asian friends of mine she asked them I think on the side, "are you a native speaker?" And inherent in that question is you do not speak good english. I think she actually said to one person, "You will never get an A in my class because you just don't speak good enough English, your English just isn't good enough for this class." It was a speech. This guy, who is from Korea, has a better command of English than a lot of native speakers as far as I am concerned. He has gotten A's in almost all of his other [________] classes. And to me that proves something to me anyway that he was so discouraged that he said, "Fine I don't care anymore" and he just hated that whole semester with that teacher. Another person, she is a native speaker but she said, "Oh, your use of idioms and your grammar is so bad you must be a non native speaker." Well maybe she got a little careless. If the name on the paper said Joe Smith she would have said, "Come see me you should not write your papers at the last minute. Not, it wouldn't be a question of your ability, but just if you care. This woman was so hurt subsequently she went in and turned in drafts and all kinds of stuff and the teacher would say, "Oh, that's fine." And then she'd get a D on the paper. To me, that's just insensitivity, outright, I don't know. It's like racism and I haven't done anything about it. And for this whole semester I wanted to write a letter to the [________] department. But I feel in a sense that I haven't been a victim of this direct racism like some of my friends. But I feel like, like you said we have to be one way or the other way. And if I'm not taking either stand I feel like oh, my God what am I? I'm not a person. I'm not sticking up for myself. I haven't had all this overt racism directed at me. But I felt that there was a discrepancy between her treatment of me and her treatment of her favorites in class, who just happened to be (I noticed this next semester) blond and blue eyed. I swear and other people, I thought the whole problem was just me, "God I must be really stupid, that's why I'm doing well". I've talked to other people even Caucasian people realize that some of her favorites tended to be blond and blue eyed. And I thought, "Gee if I'm not the only one that feels this way, then maybe the problem is not me. Maybe it's her" I still have a tendency to blame myself for a lot of things that go on. But when do you do something and how do you go about it without feeling like you're going to suffer for it? I don't want to be known as a trouble maker in the [________] department, especially since I just got a job as a tutor for next year. And the man (Professor) who I'll just happen to be working under just happens to get along with this one TA too. So I don't know what to do.

Is she blond?

She's blond. Yeah.

I was just wondering.

If I can say something, actually you have been a victim of racism, stereo-typing you've got some perceived notions of what behavior should be.
It's not something you can put on paper with a fact finding committee say, "She has been discriminating against me personally." But with these other people you can see it on paper.

However, they're not willing to say anything, because they don't want to jeopardize whatever is up for them in the [________] department. For me I feel like somebody has to do something.

What about going to her, and saying.

I'm scared of her. I see her in the hallway and I'm like, "Hi, How are you?" Other people are like that too, they just avoid her. And it's really weird. The semester I had her, I blamed it all on myself and I thought, "She's such a neat lady. She's in the [________] Department. She's a teacher." I always thought that gender discrimination was such a terrible thing. She went past it ________.

___________ that maybe coming here today, anyone to talk to me about it. What he said to me was, "why should I bother? I'm not going to be able to change this Professor." And I said, "Well, no you're not going to be able to change him, but maybe if you went and said, without being angry or attacking him, "what you said today was insensitive. It really made me feel terrible."

I don't even know if she really realizes it.

It's really weird.

That's what I was trying to say to him. From what you just told me I don't think he was really trying to discriminate against you. I don't think he was really trying to put you down. But he managed to make to feel like that. And that's insensitive, so if you went and somebody else goes next week, and somebody else goes the next month. Maybe that would in the long run make that professor face the fact that he's saying insensitive things. And that they disturb people.

I feel like it's so deeply rooted in her opinion. I know a little bit about her family and it's scary. I was thinking about writing a letter to the department just in TA training, get your TA's to think about certain issues before they teach first of all. And then I was going to write a letter -- she's going to go the University of Loyolla in Baltimore, Maryland. But you know I don't know if I really want to stain her record I just want it to stop. And actually I have kind of a personal thing with her that we've never discussed but there is one thing between us and I don't know if she's going to blame that. I don't know what to do sometimes. I want to talk to her but every time I see her I sort of squirm. Because I think about the whole semester where I felt like dirt.

Is there any avenue where we can take legal action against racial discrimination?

There's an grievance procedure.

It just seems that part of the problem is that as students when you're up against a TA or a professor like that, and something like that happens you're put at an disadvantage. Because you -- it sounds kinda selfish but the professor or the TA is usually the person who's going to determine your grade. And you want to do something. But at the same time you feel like you can't really make an effect, and on top of that it's going to come back to you too. And there's not much, if you do something and they fail you. They can give any number of reasons and it would just be accepted. You'd be swept away and you would have made no impact.

Because I have a specific documented instance of racial discrimination. I had applied for a Cal on campus internship at the Lawrence Hall of Science. I was rejected because the director there saw my name and my ethnic background and she rejected the application. The reason is documented because she had called the director of the Cal on campus and told him that himself. Even though the application included an essay which show my communication ability. I was rejected simply based of my name and my ethnic background. And I feel hopeless not being able to do anything. If I take a step back and look at this... It could be not just at the Lawrence Hall of Science, it could be anywhere. And so either I should chaage my name to some, I'm not judged on my ability but on my name and ethnic background.

Do you have a grievance for that?

Yes. Yes we do, in the office of Student Affairs, under the Dean of Student Life, Don Billingsley. There is now a grievance board that you can bring that to and they will try to negotiate for some type of resolution here. In your case if you have something that's written, or something that someone is willing to testify that this person said such a thing. In the case that the young woman behind you that's talking about that's so much more subtle. That sort of thing doesn't stand up in a court of law. You know, because if someone went to this TA and said, "This group of students or this young lady is saying these things about you, could you please answer these charges." I mean if she said something like, "I merely asked the student if she were a non native speaker English because her grammatical whatever was whatever." That's a lot different than someone saying in writing, "I don't want this student because he is Asian." I think the subtle ones are so much more difficult.

Because this women also was bragging. Well I have other friends that are TA's, who tell me things like how she's tried to tell the Junior TA's (the new TAs) about how not be racist in class. So she really has no idea that she's doing these things. Or being insensitive, she honestly believes she's not racist.

I think racial insensitivity is so much more insidious than out right racism. I worked for CAL Student Orientation, this is my first year (we haven't started yet). We had this women come in, and you're suppose to get out all of your prejudices so you know what they are at least. So you can deal with them when you're dealing with people. Because when you're dealing with Freshmen coming in. If you see this blond woman with blue eyes you think oh she's gonna be dense. You have to know that you're going to think of that; so you can deal with her on a human level, instead of operating though your stereotype. And it seem that something like that could be really useful for Professors and TA's as well. I think it would be a hard thing to implement because alot of people will resist it; I'm not racist. It's a matter of insensitivity.
Part of the problem with the Professors is that if they're tenured what are you going to do? Plus, if they're getting famous, as far as publishing how much are really going to be able to change with them. What is important at Cal, is obviously to me, research, and names, not the quality of teaching. On the undergraduate level I feel had I known about this before I'd applied maybe I would have thought twice. Which doesn't mean that I regret coming here completely because I have learned so much, in the past three years inside and outside of class that I don't think I would have learned at a community college or at any other university so readily because of my friends.

This issue of racial insensitivity goes back to representation on all levels of _______________ to grievance boards, and counselors, Calso everything. Really, when I listen to Chancellor Heyman talk about how he thinks he did a great thing; there is no racial discrimination here ..... Sometimes I get the feeling that maybe he is really trying, I get the feeling with other people that we want to try to be understanding. But still yet I believe that (I'm sure that many of you in this room would agree) there is no way you can identify 100% with the Asian American experience when we have to deal with it constantly everyday. So that needs to be addressed by the University through affirmative action on all levels.

It's not just the hiring of Asian people. It's the hiring of Asian people who are concerned about these issues. Yeah, you can get people up there who don't give a damn about any of this but you can say, "Oh but look we have an Asian person." It's really important to know that this person is going to worry about these things, and they're going to care.

Get somebody I guess like Hayakawa. Somebody who is good for Japanese people. Yeah, you have to really be careful about stuff like that.

I'm concerned about psychological and counseling services for Asians. And particularly I have an example of a roommate of mine who came here to L&S. She was having academic problems, roommate problems; she was getting kicked out of her apartment. She had no one to turn to, she couldn't talk to her family or friends. So she did come here and talk to a counselor and basically the counselor said you've got to live with it, too bad. And the counselor did not refer her to anybody in psychological counseling services. And the problem is there is nobody to refer her to, there's no Asian on staff there or no one who's maybe sympathetic that counselor felt that he/she could refer her to. But I thought that was really sad, because my roommate ended up dropping out of school, withdrawing and having to come back another year later. And I think if she had had someone to talk to it would have helped her out alot.

Didn't [________] use to be a specialist in Asian American issues on campus; and they let her go?

I don't know the surrounding thing. It just seems that even if somebody existed like that in Counseling. My problem was there's such a taboo about going to ask for help. No matter what your ethnicity or gender is I think there are so many people at Cal regardless of ethnicity and gender that need help but nobody ever hears about it or they're made to feel ashamed about thing about getting help. That's something that you can't just erase and fix but I don't that's a whole other issue.

There actually is an Asian woman, who is a psychologist in the counseling center. The problem is that, let's look at it this way. Let's say that you come to me and you tell me your story. And if I say, "I want you to go see [________] in the counseling center," what's the message that I give to you then?

I think it can be phrased, "this is for academic counseling, it looks like you have some".....

No I'm the academic counselor. They're the psychological counselor.
So you are saying I'm for academic counseling, but I think you would be better suited to go to the psychological services, because I think to talk to someone. So I think you can rephrase that way, but she was basically told to do that and, "We don't really care," which was more hurtful. So I think you validated, "yes, I understand you have a problem. Yes, we can look and the academic implications of the problem. But I think also you should go here." Just give them a option to go some place.

Well, the other thing I want to say to you is that Asian Students as a group resist the counseling center enormously. O.K. I am the director of Advising for Letters and Science so I've been in this situation a lot of times. And I have occasionally walked a student over to the Counseling Center, because I thought that the student really was in bad shape. And really need help and right away. But for an awful lot of students where I've just recommended it then I asked them later if they went and the answer is always NO! That culturally it's not acceptable. It's not within the value system for a lot of Asian students to go to a counseling center. And that's a problem too.

I don't think that Asian students generally resist counseling or going to counseling center, but I know for a fact that many faculty members in the Asian American Studies department and Ethnic Studies department have had to share that burden of being faculty and being a counselor. And I know that a lot of Asian students turn to their peers or to their Asian Student Union Groups and so forth. So there isn't a resistance for seeking help or anything it's what kind of help they can get that they feel is quality help. Or that would be sensitive to their needs.
I think the labeling "psychological counseling" it's like, "Oh, my God I'm going get a head shrinker," I mean I talked to other people and they think, "Oh, my God." They don't really said it like that. You can really see things moving in their minds and like, "Oh, you better be sensitive

to this person....O.K."

I think the cultural thing is a large part, the Asian thing is seeking help from outsiders is really weird because you always try to rely on your own; your family or your really close friends. The student to student peer advising tried to organize an Asian student rap group (it began this semester) I went to see, just because I was wondering what was going on. Well there were two people, and they were the 2 people who were supposed to facilitate the group. They said one person had showed up every week for the past 3 weeks and nobody ever came back. They were really discouraged because they really wanted to have this forum for Asian students to talk about the problems about being Asian on campus and how they felt. To have people who could sympathize and identify with this, and nobody showed up, and this is one of the services that might really have helped people.

I think what Rena brought up ties up to what you said about even though there are these services that are being offered it's a question of how accessible they are. Accessibility, not only in terms of the psychological barrier in seeking psychiatric counseling. When I try and imagine the Asian American student, especially with language problems, I mean you're not going to open your guts up to psychologist who does not identify with the experience who probably doesn't understand the problems with your language and all. So when you're in the Asian Student union or you have Asian American studies courses you see him lecturing in classes about the immigrant experience that it is alright to be an Asian immigrant in America. To re-establish your self-esteem in a sense, and that becomes the bond of acceptability that not only goes to the mere fact of availability but to the psychological accessability along the lines of cultural understanding.

I think he made a good point about the immigrants who do have such a vary between them and the campus itself. Because I recently went to a forum last night, with immigrant filipino students and they were discussing the need for them to fit in. Because they don't see that they fit in at all. They are kinda fearful of going to these services. Because they can't relate so what they end up doing is looking within among their own peers for help. Even within my filipino organization you often do that even for academic counseling. We look into ourselves first and then into the grapevine as who can we trust, who can help us more. Because there has been experiences where a friend of mine would go up to the academic counseling and would meet with a counselor and she wasn't really helped at all (actually the counselor didn't even remember her name or her case) and I recommended her to another counselor who's filipino and she off-the-bat identified with her and could help her out easier (actually, she helped me out). And she referred me to another person who is also Asian and she helped me out more, so maybe it's a thing where we do need Asians out there who we can relate to; and have support groups.

How many times have you had the experience where you kept on being channeled or funneled to see someone else instead of an Asian American, who could identify with many of your issue? Has that been a very common experience for many of you? In psychological counseling, or even academic counseling?

Academic counseling I've only been channeled towards Asians. But financial aid is just a big mess. Sit in line trying to get classes.

You also wanted to make a comment.

Yes, just about the word of mouth thing. If we're going to get Asians to use resources we have, it's all by word of mouth. That's why they go to a certain academic professor because they know by word of mouth that that person is sympathetic, and will listen to the _____ counseling. About going to be funneled, I think a lot of Asians just stop, because I've been to the counseling service in the T-building and I went to a counselor and I tried to relate to them but I just couldn't so I just stopped.

That's exactly my experience when I was a undergrad.

I was just told that this room was scheduled for 1 o'clock, and that there will be another meeting. Personally I'm interested in talking to any one of you either, further individually or in groups of one or two. I know this is finals week but I do have some numbers that I could just pass around to you right now. If you'd like to follow-up on your comments, because I still want to take down information with respect to anything that you've said or like to continue to provide information on. I have a lot of other questions - and even if I was able to contact you and talk to you over the phone I'd like to do that. So if you're comfortable leaving your name and number I'd be willing to do that. So maybe could stop at this point but not make you feel like it's the end. For sure because I think this is really valuable. I wish we could do this more. So perhaps I could just give you the flyer that has our names and numbers of everybody here. I'd like definitely if you're interested in talking to me or anybody else, I'd like to take your name and number. Also I'd like to give you some resources that you could check out regarding your case. My name and number is on here Rena, Larry, everyone is on here. Would you like our number? I'd like your name and number as well. The thing that's passing around is a questionnaire that a bunch of staff people and other Asian students have been kicking around the idea of having an Asian student leadership conference. So that is just a questionnaire to get feed back so we have a better how much interest in out there, and that sort of thing. So if you can just fill that out and return it, you can drop it in any department mailbox, not a red, white and blue one. Don't do that. Department mail, campus mail and it will get to me. Thank you. And thank you very much for your comments. It's very enlightening. It was very good information that we'll be able to use.

(Not very audible) I have this good friend, O.K. I'm a filipino and I've never really been in touch with my culture until now. I've witnessed something last night that really shocking about this filipino immigrant student not being able to assimilate they feel very alienated about their ___________ they feel so alienated that they really can't look into Filipino American life. I was wondering if I could talk it over with one of you or I could get a representative from this immigrant Filipino group to kinda work something out so they could have a better life here at Cal. You can talk to any one of us, you can talk to me or actually you should talk to Blanche specifically because he works in that area. He works with the immigrant students. (Not audible)..Also this professor is the campus ombudsman and you should contact him also, call him because his specific purpose is to look at grievances. This would be informal. This would be formal. I would do both. If that doesn't work give me a call. Anybody on this committee would be more than happy to talk to you.

STUDENT HEARINGS

Noon-time Open Meeting

May 5, 1988

STUDENT HEARINGS

Noon-time Open Meetings

May 5, 1988

Hi. (Here's a seat). I suggest we repeat for the record that this is the Student Affairs Subcommittee of the Chancellor's Advisory Committee for Asian American Affairs and our charge is to find out about the extra-curricular and academic experiences of Asian American students, and we believe that one of the best ways of doing that would actually be to hear directly from Asian students. We try to do some outreach. We know that it's late in the semester and this is the week before finals; however, we at least wanted to make an effort to meet with as many students as we could in a small group setting to hear about your experiences, to hear about your concerns, hear about things that might have happened to you at the Berkeley campus, both positive and negative. I'm glad we have some graduate students too, so that helps us. We really want to proceed informally and make this an open discussion or open forum-type thing. We should probably introduce ourselves, those of us who are on the sub-committee, so that you know who we are and what we do. So, why don't we start with that.
(Introductions)

I'm Larry Shinagawa and I'm a graduate representative.

Reina Tanguilig. I'm a student representative.

I'm Akemi Tom, student staff.

I'm Glen Hatakeyama. I work over at the Student Learning Center.

I'm Mac Hopkin. I'm one of the University Ombudsmen.

My name is Jin Pang and I'm with the graduates - Ethnic Studies Graduate Program.

I'm Jere Takahashi and I'm chairing the sub-committee but also in Asian American Studies and Undergraduate Affairs.

I'm [_______] (Do you have a major or are you undeclared?) Undeclared.

[_______], undeclared major.

[_______], Electrical Engineering.

[_______], Graduate student of Ethnic Studies.

My name is [_______] and I'm just a student and my tutor recommended I go here and speak out for some of their Subject A 20 students.

O.K. Actually, we can just begin. And you mentioned Subject A, I don't want to make you feel uncomfortable but, if there is something you would like to talk about, since you're representing some other students who wanted you to come, perhaps you could begin and help us that way.

My instructor is [_______] and in that course I learned how to write but it seems like you don't get enough exposure. Like, you need more reading because, learning English, you never know how to write unless you read something that was written already for you and you learn from it. In the class, I don't think that we have enough exposure to those materials. Writing assignments, it was in a way, it was o.k. but the instructions; the way she didn't really make it clear that what

you're supposed to write and how to develop the point. Like, o.k., she's supposed to tell us, "if you want to develop a point, you should give as many details as possible, and the relevant points" -- she never mentioned that. You're not supposed to know how to develop a point unless you're taught, so that's some of the weaknesses I found in the course.
(Another student speaker) Yea, I'm also in Subject A and my teacher's also Wilson and I feel the course is very rigid and it doesn't ask for creativity. I wrote essays and all the tutors liked it but, there's no criteria. Like, for example, in the Math class, you test on certain things. When we have midterms, they don't ask for anything. They just grade it, and we don't know what the grade is based on. It's just the grade. And, of course, I have language problem but I don't know what the criteria is and I don't know, when I'm studying for a midterm, "What should I study for?" They just give me a grade and...

(different speaker) And then you have to accept it.

Yes. I have to accept it, and I don't think it's fair and I think the teacher's being insensitive about in the class also when you ask questions. I don't know. There's a certain distance of teachers and students.

How do you think the instructor is treating you, in particular, as an Asian American student? Are these concerns that you are raising any different than any other students' concerns? Or are they, in particular, something that's addressed by your experience as Asian American?

I think that she treats everyone the same, equally level. But the thing is that, sometimes her attitude is really weird.

(different student speaker) Yeah, we have the sense of just because we can't write well doesn't mean ... I feel like I'm inferior. I don't feel good about it.

But isn't that how all Subject A students are treated as? Many cases?

Yes. The same way.
(another speaker) That's interesting because I'm a graduate student here but I went undergraduate here also, and I took Subject A in Asian American Studies. What was really good was that there -- I had problems with language and writing -- but the subject matter was about Asian Americans, which was really interesting. I had never read Asian American before in Asian American History, or _______'s literature, _________, whatever. So, for me, that was really interesting. It grasped my attention. But, also, I didn't take it in English or whatever because of what I heard; that it is very isolating, alienating. They're not very sensitive. For me, in Asian American Studies, I felt the tutors (I had tutors then), they were very sensitive. They were very encouraging. You know, they didn't make you feel inferior like, "you have a problem." I mean, I know that, but they don't make it like, "that's why you're stupid." You don't get that sense, but they really encourage you. They say, "You're so intelligent. You have a lot of strength in your own ways." And so that, for me, that was very important things that don't get said verbally. But you can tell it sometimes when people have no respect for you. Anyway, for me, I really enjoyed Asian American Studies Subject A and I also took English to fulfill my English 1A and 1B courses there. That's when I started to enjoy writing and, before, I didn't but I felt it was important and people sort of encouraged me and believed in me. And I also learned a lot. It wasn't just something about writing Shakespeare and what he said in the play MacBeth, or whatever. But it was something that was really relevant about the sense of identity, being Asian American, Asian American history, different kinds of historical events, and so forth. So I think I would feel very different if I went to regular -- I don't know -- some kind of like Subject A, regular English kind of thing. I don't think I would have had that kind of sense of support and I don't think I would really like this much.

I have a question. Is this regular Subject A, or is this the other...?

No, it's Subject A20.
Subject A20. O.K. So you're both talking about Subject A20?

Right.

And, in a sense, it was unfair. Like the last midterm -- the second midterm we had -- the question was, "What are your biggest problems since you have come to the University?", and y have to respond to three different answers, but you choose only one. One is, "Why is that a problem?", "How it affects you", and "How do you solve the problem?" You choose one of th only. I wrote about how the problem affects me and when I got the paper back, the comment says that, "I'm real impressed with this person's English but she doesn't know how to make a single point." And we were never taught how to make a single point.

That's exactly what I'm talking about. When you were testing something, you were ________ you ask for it, if you study it. There's no way we can study what we're supposed to. I mean, know that for English class you're not supposed to but, the reason we're being in Subject A20 because of certain, we must have certain weaknesses and I want to work on it instead of just overall saying, "You don't write well and you never write well." That's how I feel about bein that class.

(different speaker) I talked to my tutor about it and she said -- you know, my tutor underli that part -- and she said, "Single point? This is not fair for you." She even said that. Her na is Anna __________ and she said, "I've got to talk to those instructors." You're never taught to make a single point such as "why is that a problem" and "how do you solve it" and "give a conclusion to it." We never learned how to deal with it. ____ before like two or three weeks, must have a practice about how to make a single point and know how to write on it.

May I ask a question? You're required to write a paper each week, are you not?

An essay or a paragraph.

Do these papers come back filled with criticisms?
Yeah.

And is it constructive criticism? Because it seems to me, that's the kind of criticism that mig have been a good one to put on the first paper that came back.

Well, see, I've worked on a paper for like -- let's just take one of my papers. I worked for fi days with my tutor, had my roomates read it, my tutor read it, I read it again, had some more people to read it, and then I turned it in. And then when I got it back, everything was massa She just went from sentence to sentence, but I'm like, "this can't be my paper that I've worke for five whole days, trying to get it perfected." Then, she'll ask, "Well, you guys can rewrite and I go, "Fine. I'll rewrite it." And she'd always say, "Thelma, if you answer the questions I ask" near the things she corrected, and I would do that. But then, what's the point? I still ge massacred.

Do you people in Subject A think that there could be any racial biases in the grading, or that generally in the quality of instruction?

Well, it's like getting... see, people in Subject A20 might know, she might say, "Yeah, yeah, th the criteria," but we don't actually know the criteria. Fine, I might write a paper on this.

So you think it's more of the instructional side _____ quality?

Yeah. And I also found out that, since I'm a native speaker of English, I found out from my sister -- because she goes to UC Riverside and she was almost in the same position that I was -- that they tend to grade harder on the people who speak English than the people who don't speak English. Fine.

(another speaker) You don't feel encouraged. (Yeah.) You just feel like you're not good at writing and you never will. I don't think that's a good thing because I used to love to write. I'd like to... Oh, did you have a point?

Well, Jere, [________] has a ....

That's what I was going to say. Yeah. I was going to say that we can continue on talking about this thing, which is very important, but we also have some other points and experiences to share so [________], please, ...

I'm sorry. I have to leave, so let me just make a few points about my experiences as an Asian American graduate student here at Berkeley. I'm a reentry student and I want to talk a little bit about positive experiences, as well as some of the negative experiences as both an Asian American, and also as an Asian American woman. I feel very fortunate to be in the Ethnic Studies Program because I think that, if it wasn't for that, I wouldn't have come back to school, first of all.

Which program is this now?

Ethnic Studies.

Oh right. You're reentry in Ethnic Studies?

Umm hmmph. I'm in the Ph.D program there. And, basically, I think the program meets my needs in terms of my identity and as well as in terms of my research goals. I'm working on a dissertation on Chinese women, in particular. I'd like to say that the curriculum in the program is exactly what I need and is something that is not available anywhere else and that I certainly did not have, as an undergrad at San Francisco State, for example.

Secondly, that the faculty in the Ethnic Studies Program are very supportive, they know the subject area, they work very closely with us as graduate students, and they treat us as colleagues rather than as undergrads, actually. I feel that the rapport and help that they've given to me in my studies here for the last four years have been very positive. That's a very unique situation -- I know that-- because there's no other department like this on campus where you have this kind of ethnic mix of faculty and expertise in the area of Ethnic Studies.

And thirdly, I think that the Ethnic Studies Program has a very good support collection, in terms of library collections. I use the Asian American Studies library extensively. And, again, that is the only library collection in the whole country that has gathered together that much material -- first-rate materials, primary and secondary -- on Asian Americans and also on Asian American women. So I think curriculum, faculty, library resources, those are really important points that the Ethnic Studies Program has that makes my education here, as an Asian American woman student, that much more meaningful, relevant, and on-target.

I just want to say a few things about the negative experiences. That is, I think funding is a problem for all students; you know, scholarships, fellowships, and for grad students particularly. Fortunately for me, I don't have a family to support and I'm not a single parent, but I know there are grad students in that situation. It's really hard to compete for financial support, in terms of fellowships and scholarships, particularly if you are an Asian American because you're not considered disadvantaged and you are considered over-represented here at Berkeley. In particular, when I applied for the Graduate Minority Fellowship, I was put on a waiting list because I was Asian American and, particularly because I was Chinese American. Someone who was Korean and Filipino, for example, was given a fellowship, whereas I was not. Again when I applied for Minority Dissertation Fellowship, when it came time for that, last year we were told that Asian Americans do not qualify for Minority Dissertation Fellowships for the same reason -- we are not considered disadvantaged. And there was a switch after complaints were raised about this and I understand, just recently, they went back to excluding Asian Americans again under Minority Dissertation Fellowships.

I think the same applies to Ford Foundation Fellowships, even though that's not the fault of the University. Ford Foundation also excludes Asian Americans as minorities in need of fellowships but I think it's a pattern that we're seeing and that the University, whenever possible, should try to include Asian Americans who are financially in need, and not just consider all Asian Americans as having "made it" and not being disadvantaged.

Can I just finish one more point before you go on? (Yes) O.K. And the last point I want to make is that, as I said, the faculty in Ethnic Studies is really supportive and I feel that I work very closely with them very well. I had to take courses in the English department as part of my requirement in Ethnic Studies and I found that (1) there are very, very few faculty in the English department. I know my other colleagues also feel that in other disciplines there are very few faculties -- in Sociology, in History, and in other departments -- who are interested and are able to work with graduate students on Ethnic Studies topics. So, when I took courses in the English department, first I had to scrounge around for courses that were even relevant to my major in Ethnic Studies. And, secondly, to find faculty who was even interested and willing to work with me as a graduate student in Ethnic Studies. And I think that holds true in many other departments too, and it speaks to the faculty make-up and to the lack of expertise and sensitivity.

Umm hmm. Thank you. Do you have a ...?

On the fellowships, I mean, why can't the fellowship givers just consider a student's individual condition as opposed to making a blanket judgment based only on the student's race. Right now, according to what you were saying, or according to what appears to be said from all levels of the University and through private foundations that give out fellowships, they make a lot of judgments on whether you are advantaged or disadvantaged, based solely on your race, as opposed to what your individual condition is. Like, whether you're a re-entry student, what your family background is, things like that. I mean, why can't they just use that as the criterion for advantaged or disadvantaged, as opposed to a blanket judgment on race. For example, the National Science Foundation has a little statement that says, " The National Science Foundation does not discriminate on the basis of race." However, it has fellowships that are reserved for certain racial groups -- I don't know exactly which ones. But that's in blatant contradiction to the policy that's stated on all their materials. If they want to help disadvantaged students, that's fine. But, I don't think race, alone, is a good criterion for determining who's disadvantaged and who is not.

(graduate student speaker) I'm just addressing the minority -- those particular scholarships and fellowships that are geared towards racial minorities. I tried to apply for the broader ones too. It's even more difficult. There are certain ones that also address women, in particular, and I've been more successful at that. But, my complaint is mainly with the Minority Fellowship and Scholarship -- I understand your point.

Can I ask one question? Have you ever gone to the Financial Aid Office?

(graduate student) No. I've not had any experience with it.

You might just try going in there and seeing what the reaction is. It just seems to me that your circumstance might be one that... Now, I can tell you the disadvantage of financial aid. They make you take a fair amount of this aid as loans.

(graduate student) Yeah, I know.

And you have to pay it back.

(graduate student) That's why I don't go there.

Well, I happened to be a deprived majority when I wanted to go to college and what little financial aid I got came from loans. And maybe it was a time of high inflation, but all I know is, when I got out of college and got a job, I paid those loans off so quickly that it certainly was much to my advantage to get those loans... even though I paid interest from the day I got the loan. There were none of these things at the time, and I didn't get it through the University -- I got it from a private individual who was making his income by loaning money to people.

How much was the cost of the _____________ of the loan?

It was quite different but I have to point out that I got a high-paying job, that paid me 30 cents an hour. You have to use that as part of your standard. This was during the Depression. Money was not readily available then.

O.K. I know that some of these anecdotes and stories are interesting. I think we still want to try to keep it going and then hear from some of the rest of you who've come in; some of you have come in late. But, again, we're here to hear about your experiences so please feel free to either share some things in line with some of the topics that we're discussing, or if you'd like to raise a different topic or talk about something else, we'd really like to hear about that. We've touched on the issue of Subject A20 so far. Are there any other topics that you'd like to raise about your experiences, either academic or extracurricular?

(Come in. There's plenty of seating.)

If I may just say one thing, since we just finished with [________]. As a graduate student, I find everything Judy said, I can identify with. I think just one other point that I'd like to mention is that I'm in Sociology; that was my undergraduate major -- Sociology and Ethnic Studies. And my area of emphasis is Sociology, so I did take a lot of courses outside of Ethnic Studies, particularly in Sociology. I've had the similar encounters. It's been very difficult to find faculty to work with. We need faculty for Masters orals, we need them for Ph.D orals, we need them for dissertation. And, outside of Ethnic Studies, it's been very difficult for me to find scholars who are interested in what I'm doing, which is Asian Immigrant Women, Working Families, and as well as different kinds of marriage patterns among Asian Americans, with different ethnic and racial groups. Anyway, once I go outside of Ethnic Studies, it's been very difficult to find professors who have knowledge or interests in that area. Maybe just one in Sociology --______, she's been really wonderful. But then, she's like being grabbed by just about all the Ethnic Studies graduate students because she's a woman and she's, at least in that sense, she can identify with my research topic. She's very interested and very encouraging, and so she's currently being grabbed just left and right and asked to sit in Ph.D and Masters committees all over the place. But I think one thing we find as graduate students, I think Asian Americans or minority graduate students, is that there just aren't that many faculty people of color, minority faculty. And so it's been very difficult for me. I asked the same faculty to sit on all kinds of different things. I've worked with them over and over again. And I guess they do that and I really appreciate that, but I find that sometimes it's very limited. I wish that in other areas, like History and Sociology and Economics, I wish I could find other people to work with as well.

Thank you. I know as the group gets larger, sometimes it feels a little bit uncomfortable but, yet, we'd still love to hear from some of the rest of you who've come in.

(male student) What is the topic at hand?

Right now, we're just bouncing from topic to topic. We're hearing more about the graduate students' experience but if you're an undergraduate and would like to introduce a topic or express something about your feelings -- I mean about your experience-- academic or extracurricular, positive or negative...

O.K. Well, I was an undergraduate ________ (cough), department and I'm a [________] major. And I found that department has absolutely, in every way, supported me in many of the things I have done and given me opportunities that I couldn't imagine getting from any other department. Now, that's not to say that's my impression of this University. I've heard about a lot of people that have met up with barriers and the lack of support in their studies and what-not. But, as you say, ____.

And, there are opportunities that I would never have found ____ department. Although that is not my impression of the rest of the University.

Can you tell us about your impressions of the University, in general?

Well, this is all hearsay, just like how I'm sitting around here, you know? People will tell me that they've found professors hard to talk to, find it hard to find time for to look over papers, the smallest to the largest.

(another male student) I'm also in the [________] department and I've heard both good things and also negative things among some ________. Whereas most of the professors that I've come in contact with are pretty good, I've heard, on the TA level, there have been a few that are not open --well-- are racist in a covert way. I mean, they won't come out and say this but, the way they treat you -- if you're not a native-born American, if you're a minority, either Asian or Black or Chicano, they'll discriminate you based on where you came from and will not give you the same type of help that they would give a White person who doesn't have very good grammar, per se.
But, in the whole, I would say that the professors that I've talked to are very helpful and there is not too much racial prejudice. Although, one thing that both I and Lily were hired for were, we're both [________] tutors and they were expecting a large turn-out from Asian American students who were coming from Engineering and what-not, and so I feel that part of the reason that we were hired were because we're Asian Americans and we can deal with Asian Americans. So, I guess that, in a way, is sort of a reverse-type of discrimination, although we both have pretty good qualifications. But the pool that we were selected from also had very high qualifications. So I'm not sure if maybe being Asian American helped us or not.

On another level, I'm also involved with the Minority Pre-Law Coalition and, from what I hear, with our involvement with the Vice Chancellor Laetsch --he's been pretty open to what we've been doing on the minority law level. And we've been getting a lot of support also from Boalt Hall and we've got a lot of good relationships with the Administration there, and also with the students there. So, I think it's helping us a lot. I haven't seen that much discrimination, although we all see like, in the bathroom stalls, you see all sorts of graffiti against Asian Americans. There's anti-Asian American sentiment I guess along the student population here. I've experienced personally, just walking around, people walking up to me and saying racist remarks. One person who is not a student, I don't think, came up to me and said something about, "You Asians are coming in and taking up all our jobs." He said some racist things and then walked away. This was on Haste Street. Another day, two young men approached me and said, "What are you? Japanese?" And I said, "No." And they said, "What are you? Korean?" And they kept on going. I didn't know what the point of it was but I was feeling like I was being identified as a foreigner, and not as an American.

What race were these people?

They were White. I don't know. Typical red necks. ...Asians are probably the most racist people in the world. Yeah, there's been some sort of resentment and I kind of feel discriminated against because I have a yellow face and black hair, and I don't feel like I fit in as well.

In the [________] department, we are a minority. There are not that many Asians. Also, I believe, in English too -- in the writing fields. So, you notice who is White and who is not White. You just kind of feel uncomfortable at times.

Ummm Hmmm. Did you have a comment also, Amado?

Yeah, well, I think there's probably more prejudice than you see. I mean, because people don't say in front of your face...it's like say someone is prejudice against Blacks. How many such people are going to go up to a Black person and say nasty things to the Black person. Probably about ten percent who are real assholes will, but the other ninety percent will go about their merry way and avoid saying the nasty comments towards the people that they're prejudiced against. And another thing is that much ado has been made about the relations between Whites and other ethnic groups. What about the relations between say Asians and Blacks? I've notice a non-trivial number of Asians who are prejudice against Blacks. And I don't think that problem has really been addressed in any significant way. For example, student X and student Y, student Y comes up to me and says, "You know student X only got in because he's Black." Now student X has a 4.0. And he's been taking fairily reasonably classes, something like a (in Berkeley got a 4.0 in like Math and Chemistry and CS or something) but it's like student Y made the judgment on student X simiply after looking at student X. As opposed to knowing anything about student X other than his race.

I want to comment on what you are saying about how in general we have favorable attitudes about the Rhetoric department.

I think it might have been brought up before I came in, so I apologize if I'm repeating what someone else might of said. There is a problem in that Asians are viewed altogether without distinguishing between native born and immigrants. Has anyone talked about this. No........ So I would guess that you're American born. (I am.) So there like obviously different needs Asians are all viewed together as one monolithic race without any distinct history, specific needs and for example I know this one immigrant student in the Legal Studies department who sometimes does not feel as confident in her language ability and she seeks help from the teaching assistant, and there are times this TA (he's like a-wanta-be-frat-boy type that always.......I don't know he really tries to carry the class in a really informal ... he uses a lot of slang and a lot of cuss words and all.) And so there was one time when this immigrant student asked him for help, asked him a question and he kinda like made fun of the way she was talking, (I don't think it was a matter of making fun of her accent but it was like immitating her wining kind of tone in her voice) and the student takes it personally, because as it is she feels insecure in her language abilities. And so there's the problem of not being sensitive to the immigrant needs.

It's not to say my experience is the norm for the department -- I've heard many complaints from departments by Asian American students of all different kinds of diversity, that have complained.

Can I make one clarification. In my comments about student X and Y both of them are in the same major and student X is 4.0 GPA is here as opposed to high school. Just in case people aren't clear about it.

I'd like to make a comment also on what we're talking about. How I think this University Asians are seen as a monolithic type of culture and our needs aren't addressed specifically to maybe Chinese, Japanese, native born and foreign born. And it just seems that the majority of the population isn't aware that each Asian groups need certain needs (to be redundant). I think that needs to be addressed. Also I think I've had a good experience here so far (this is my first year) but what I see is just as you were pointing out not over prejudice but more covert backlash type of thing. I just picked up the California Monthly and that article on Asian admissions was pointing out how alot of alumni and parents are writing to the University saying that there are too many Asians and that hurts the chances for our sons and daugthers to get in. I think that sentiment really scary considering its coming from seemingly affluent older adults........ They should tell their kids to get good grades.

Uhm... I think a big problem is just the covert backlash that we can't even imagine maybe how many people feel a certain way negatively towards Asians. And also the problem which you pointed out was the diversity between racial minorities on this campus. I mean there seems to be a unifying factor on this campus that says all people of color are fighting for this and that. But my experience is very... there's alot of factions. Blacks stick together, Asians stick together and Latinos. And there's just ... they're not all fighting together for a better cause it's just alot of strife in between thats not out in the open which is causing the problem. I think Asians actually are very prejudice towards other racial minorities because they think well they're not working hard or something. I think that's a traditional sentiment.

Also against Whites. Yeah.

Has anybody mentioned the science departments here?

No.

Well, you know I'm a science major, and just because I'm _________ to the Asians anyway, I never really felt, I'm a senior now, I never felt any racism at all. I think the TA's are just as OK to me as they are to any other person. Science is the means whereby participation in discussion sections is detrimental. You have to ask your TA questions and I don't think the TAs care whether the question is coming from Asians or Whites because these questions address probably very general issues in classes. If they can answer that, that helps everyone. My point is that at least in the science _________, I don't know about rhetoric I've never experienced any of that.

I'm sorry for talking so much, but I just can't resist it. Everyone's talking about covert discrimination. I think -- I came yesterday too -- but I talked about how I feel that the issue of Asian admissions is the most pressing issue facing Asians on this campus right now. And a fact that I'd say a majority of Asian students are not aware of on this campus, and if they were aware of, there would be alot more concern about the issue is the statistics showing discrimination on the graduate admissions. And for example, there was a preliminary report prepared for UC President David Gardner showing that within all major disciplines, Asians were consistently getting in at lower admission rates than Whites. And to give you a feel for the kind of numbers that were coming out: in the physical science and math disciplines, where Asians steriotypically would be expected to perform well, White students were getting in at a rate of 51% as compared to Asian students getting in at 24%. Considering the outrageous gap and how the University has been trying to distance itself is really ... from the student perspective seems the University administration is really appalling. It's outrageous. And I think alot of Asian students should be really pissed off about it.

I'm just curious about these statistics. I've heard them before, except that usually in very vague terms. What about the qualifications of those that apply. I mean are they substantially the same between Asians and Whites?

There hasn't been any significant differences in the GPA and GRE scores.

Among the people that I know, it's like the Asians appear to be more likely to try to go for graduate school, even if their GPA's are lower. And that might have an effect on the statistics.

In the report, it specifically states that there is no significant difference in the GPA and GRE scores.

Maybe the report should then be publicized better.

Yeah. Why hasn't the University publicized it more? Students have tried to ________________.

Why don't you take the report and stuff into like the Daily Cal or the Cal Spectrum or something?

It appeared in ____________________ sometime or another.

Did you also have a followup? You had your hand raised.

Yeah, actually this does not address the issue of Asian American admissions, but was a followup to what he was saying about the point of view from a science and engineering perspective. And first of all I'd like to begin with a little anecdote. Basically, I guess a friend and I (he was Asian also) we were walking in Clark Kerr campus on a Friday night and several White kids came up to us and as they were passing, they added the comment of why we weren't studying in Moffitt Library? And at that time I hadn't been to Moffitt Library yet so obviously I didn't know what they were talking about. But I think that reflects a general attitude of just the campus that they have about, number 1, Asian students and that they are all work horses or book worms or such, and I think personally what that has done for me (especially me being in the College of Engineering also) where that is even more intensified and that kind of feeling is even more ________________ and for me what that has done is given me an ethnophoebia about my own ethnicity. And for a long time I felt I cannot be with Asians and I shouldn't relate with them and that I was different in some way. And finally, I came to the realization that was silly. And I think actually the University provided ... some of the University's resources actually helped me in, I call it finding myself, finding where I am and where I'm standing... such as the East Asian library, because I read Chinese and that has brought me back alot closer to my roots.

Were those people drunk?

Actually no, but they were skinny dipping in the pool and they came out and then ...

I mean the thing is, alot of people (like I said before, 90% of those who are prejudiced) probably wouldn't say anything normally but given alittle alcohol or something they would show their prejudices. Whereas normally such prejudices would be concealed. It's like the percentage of prejudiced people that show their prejudice is very small and the number of prejudiced people is probably many times larger than the number of prejudiced instances.
So are you saying that there is ...

Yeah.

I'd like to make a comment about the Asian American Studies classes you have here on campus. I don't know if anyone has talked about the Ethnic Studies requirement or anything.

Not really about the requirement, but please say whatever ...

I'm a science major and alot of my requirements are in science (besides 2 humanities and 2 social science courses, and things like that) and as one of the social science courses I chose to take Asian American 20 A and if it weren't for that class I probably wouldn't be sitting here listening to all this about Asian ... the class doesn't group Asians together and saying we are Asians per se, but the studies, Chinese, Japanese, Korean. Most of the Asians who signed up have been here for a long time. And I think it's very important to have that type of requirement because someone like myself, I might have just gone and taken like rhetoric or something or linguistics in place of ethnic studies. I think it's very important to have that because I've only been aware of the history of Asians in America as well as why they came. I mean I didn't even know about the Chinese exclusion act, and I'm Chinese. So I just wanted to say that since it's very important to have something like an ethnic studies requirement.

About the ethnic studies requirement, Asian American 20 probably would not fullfill the new proposal.

It probably wouldn't, but I'm saying something like it.

Because I mean the new proposal ... I think the reasoning behind throwing out the old proposal ... (end of tape side A)
...experience, when I took Professor Ronald Takaki's Asian American 20 A -- Asian American History it was the first time I learned about the Chinese, that they came in 1850's, or the Korean (I'm Korean) that Asian American history goes back as early as 1850's you know. And that we've been a very important part of ecnomic, political, social development of America, west coast particularly. But you never hear that in high schools and I think for me (you don't hear much in high school) yeah, you never hear about ____________________ but to hear, for the first time learn about history. Not only do you learn history but you really get a sense of how important you are. That your roots are in America. You have just as much right to be here. And that you shouldn't always be seen as the foreigner. And I think that's the kind of ... the Asian Americans are forever seen as foreigners. Where are you from kind of thing. I think not only does the (quote) outside world need to recognize we have just as much legitimacy to be here as any other White person but also we have to realize within ourselves that we have the right to be here. And we have something very important to be very proud of as well. And I think without that history, you know we really don't know, we cannot fully appreciate the present. And also we might repeat certain mistakes, such as internment experience in the future. So I have to say coming to Berkeley was a best choice I ever made to sort of accidently get into Asian American Studies 20 A I think was a major turning point in my life, because now I'm in Ethnic Studies. But I really enjoyed it. I mean it was sort of a learning about myself. And learning how different groups have made major contributions to the society. And how we should all be recognized for it. Not constantly be told somebody's culture is inferior, or somehow you're not quite American, etc.

________________________talk about how the University ____________________________. I am an econ major and upper division classes for econ are very large. We have on average 250 people in class. We only have one TA and one professor in our discussions. Most of the classes we don't have discussions. And in econ major we have alot of frat boys and sorority girls and we have some Asians. But most Asians you can see they always sit in the front row. And you rarely see interactions between Asians and Caucasian students. And especially when we only have one TA and we don't have discussions it's harder for us to get to know other people in the class. And it's even harder for us to talk to our TAs because we only have one TA and the office hours -- they only have 3 office hours each week. So every time we go to the office hour to visit our TA or professor we usually have 15 people waiting in line to talk to them.
What class was this again? I missed that.

I took [________] last semester. Alot of students I talked to they had the same response. We didn't think the University was providing enough help to students.

You mean insufficient staffing of the course?

Yes. Especially not having discussion. We really have no chance to talk to our fellow students and get to know them.

I think back to ... I just wanted to point something out about consciousness among White students. I think actually alot of the derrogatory statements or things like that, Whites don't really know the effect that has on Asian students. I mean I think most of the Whites who say things just jokingly are actually good natured people and probably wouldn't go out and kill Asians or something (peals of laughter) I just think that's a problem. I think Ethnic Studies requirement would be good to just educate Whites and other people on Asian culture and how much we've contributed to American society.

That's why the new proposal requires that such courses would cover several cultures so that people would learn about interaction, as opposed to a single culture.

I wasn't saying that it needed to be your culture necessarily. I'm saying that Asian American Studies 20A gave me a different perspective other than the perspective I was given in high school, that White rules. I know American history better than I know any sort of other history at all. And that's all I'm saying. Just gives you a different way of looking at things.

The thing is that average American history in high school is like list of dates and places. I don't know how your American history was, but mine just talked about ... it was very eurocentric. And I know more about Europe than I do about any Asian country.

Yeah, I think we have a long way to go considering most of us have just realized our Asian culture just by being here. Like I'm taking Asian American courses and I'm learning the history and stuff. We can't really expect Whites to know all of that. And I think that's part of the problem. We have a long ways to go in educating Whites also if we're just beginning to educate ourselves.

Some of you haven't had a chance to comment. If you'd like to ... please come in. Here's a chair. I think some of you may have some other points to share. I don't think you should feel uncomfortable if there's something that you'd like to raise before leaving. I know we're only scheduled until 1 o'clock, but fortunately we don't have to clear out of this room right away. if there's any last things you'd like to raise before you leave ...

I want to say that this is a very good idea. And I hope you guys learn alot, as much as even my 20 minutes sitting here. If it's possible to have this every once in awhile. I just happens to be that I have to leave at 1 o'clock -- [________] wouldn't let us out until 12:30. This is a good idea and I want to thank you.

It would also be good to share the results with people from other ethnic groups so that they can get a better understanding of what Asians feel is important or whatever. Because if we just keep it within the Asian community no one else knows that we're concerned about it, right?

Will this be published sometime?

The actual report will be. We have a deadline sometime this summer. But depending on how the entire committee proceedings go, it may be a little bit later. But certainly it should be available by the beginning of the new academic year.
It will be shared with one Caucasian. That's the Chancellor!

So will there be more meetings like this?

We would like to do something as a followup. I don't know if we could do something like this or whether or not we'd be able to do it immediately. You know those of you who are leaving right now what would be helpful if some of the committee members could follow up and if we could get your names and numbers and if we could contact you individually or someway of just continuing the dialogue that would be helpful to us. So if you could do that.

I'd like to say one thing. I'm not a student. I feel sort of like an outsider in a way (that's OK). I graduated from Berkeley way back in the 70's. But I've got a son who may come to Berkeley so that's why I'm here basically (oh good) about the Asian admissions. But I think staff members -- I work here at Berkeley so I'm a staff person -- and I'm an interested staff person and I think we'd like to get some information too so I have you'll include staff ____________________ make to the campus.
There's also a committee ...

Please look in the Daily Cal because we will be having staff meetings next week.

OK.

That's what I was going to mention. There is also a subcommittee on staff relations. Thank you for coming anyway. For those of you who don't have to leave and hopefully I would suggest that you let us know who you are too. Maybe we can talk about just for a few minutes, I mean I could stay for a few minutes, and you came in ... perhaps there's something you'd like to comment on regarding your academic career, your extracurricular experiences. We'd like to give everybody equal access to and time to commenting about their experiences.
What exactly did you do?

Well, we've covered a wide range of things. I think you should be less concerned about that and we'd be more interested in what you have to say about your experiences, if anything, mostly discussion by students.

My experience ... anything interesting?

Actually we're interested in any experiences that you've had in the academic area or extracurricular areas, student support, academic counseling, anything like that. We're interested in your experience whether it be positive, negative, otherwise.

The only thing that I could think about is just in dealing with people, just the, I don't know if you guys talked about this, the image that the Asians have, and how many students and other people sort of expect you to do well in school and they expect you to be -- well alot of people ask me if I'm in engineering.

Are you?

No, I'm not.
Did you talk about faculty? I haven't seen much faculty, Asian faculty here on campus. The only one I have really seen is Michael Omi who's my professor. That sort of bothers me because I don't think that Asians are very well represented in the University.

What is your field? What major, or what do you think your major's going to be?

Oh, I'm thinking of creating a major, hopefully. Combining psychology and ethnic studies and maybe a minor in business.
You're undeclared? right? (fair amount of laughter) This may sound like a rhetorical question but since you raised it, what would be important for you as far as having ... or why would you feel it important to have more Asian faculty on campus? Maybe not in particular in this program or maybe in particular this program, but why would you feel it important to have more Asian faculty on campus?

Because one thing that I feel is that Asians are not represented in say the professional fields, as well like in managerial positions, and the campus and many students when they come here to the University they look to the professor as some type of role model. And sometimes it's difficult when the only role model they have are Caucasian males teaching the course. I'd like to know about Asian professors and see if they have achieved something in society, you know.

I guess engineering students tend to get more role models...of the type he mentions.

Engineering, physics, chemistry, mathematics maybe.

Yeah, like I see [_______] all the time.

Are there alot of Asian professors in those fields, are you saying?

Well, there are more than in the social studies and humanities.

Cause the courses I have taken so far, only Michael Omi is the only Asian.

I don't know if it's his course or if it's him, but it includes me alot in just learning more about Asians and our history. I don't know what ...

I wanted to add on the notion of role models, alot of times I have a hard time buying that because I don't see an Asian as a faculty that I cannot see myself aspiring to be an Asian faculty member, but more than that I feel the importance of having Asian representation on the faculty and staff at all levels. That it really brings it to home like when I see a guy like -- I took Michael Omi also --

Well, when you see an Asian faculty you can see that's like my Uncle [________] or my Auntie [________]. It brings it to home. Particularly, I'm in the Legal Studies Program, where it's comprised of all White males and I think there will be problems for a woman also but there are alot of times when I feel like, not only do they not understand the Asian American experience personally but it's such a vastion of white manhood and the faculty, the department, it becomes separate from me, it's not part. I don't see my friend's father or mother in that position. I don't see my brother, I don't see myself working through the graduate school, through the traditional track toward receiving tenure positions. So I just wanted to expand alittle on the notion of what ...

Maybe some sub-committee members can ask questions. I know that in the past there are questions that come up. I think everybody's had a chance to comment. You're observing. I don't know if you wanted to also make a comment. But feel free to.

You're in the engineering department?

Yeah.

Have you used any of the support services? Or have you ever found a need to use the support services?

Which support services?

Student Learning Center or ________________ or advising in your department.

Well, I've talked to my advisor, the faculty. But every engineering student gets a faculty advisor. From the freshman year on. Some of them actually talk to you ... well during my first two years before they had a program where they required you to talk to your advisor some of them were just boxes on the door. Some of them even now would sign blank forms. I mean I know one student who like after the required appointments thing came in ... you know about this? ... or did you retire before ...

Well, throughout all faculties that I've ever dealt with, getting faculty members to be good advisors is a problem. So let's say there's an ongoing problem and an ongoing jackup by the chairman or someone else, so I don't know which jackingup you're talking about...

Because quite recently they ordered a new rule for all undergraduate EECS students is that all faculty post some office hours on your doors and put little boxes where students can actually sign up ...

I came here 34 years ago and that was the rule then that is reinstated when the faculty ...

I guess before it was reinstated you could just leave it on the box on the door.

I know.

I guess some people didn't have too much contact with their advisors then.

I have a question to all the undergraduates. How many of you are planning on going to graduate school. And if you are do you foresee any problems or adjustments that you'll have to go through?

As in just the usual adjustments of an undergraduate becoming a graduate... but outside of that, no.
Anybody else like to respond to that?

I'm planning to apply to law school maybe several years down the line after I work, but I guess my primary concern would be this whole national trend of assigning Asian quotas.

I've already gotten in, so ...
You've been admitted? You applied this year?

Yes.

Well, competition is very fierce. Anyone who got in in EECS, four people didn't -- for anyone who got in ... it's not easy.

I plan to attend Business School. And the other thing I pointed out before is about the Asians and the managerial positions because I don't see many now and I only see those that are like in Japan with people heading those corporations and all that. I just sometimes wonder well, if I go to Business School, will I be able to make it or are there many Asians in the Business School? Sometimes I think I might not make it in ...

By the way, when you go into Business School, what particular subsection of business are you going to go into?

I'm thinking maybe of organizational behavior.

I don't know about Asians in the Business School.

There are not many faculty, I know that.

I don't think there are any.

But as for successful graduates, who have gone on, I have no data on that.

That's something we could check into.

I wanted to make one more pitch for an Ethnic Studies requirement. I think the need for an ethnic studies requirement can be seen in the notion where all ethnic minorities feel this constant pressure to assimilate into the mainstream of society and I think this notion of assimilation assumes that there is a culture to assimilate to and that historically and legitimately would be primarily a White who has his roots in White european culture. However, that attitude itself works against us in all aspects of our life. Like, for example, whenever you get a large congregation of Asian American students like you go to an Asian dance at Pauley Ballroom, you see a big crowd of Asians you know, and I'll be hanging out, and then a group of White guys will be like walking by and you know they're like staring at the large crowd, and they're smiling amongst each other. You kinda know what they're talking about ... They're saying, Jesus Christ, look at all them Asians. And I see it also when I go to Kips. I remember one time I went to Kips and there was like a really large group of Korean students -- they took up like three tables in Kips and they were all talking in Korean and really making a big scene. Now, if it was a big group of White people it wouldn't have been strange. But because it was a big group of Asian people.

It would be strange in Berkeley.

A big group of White people in Kips wouldn't strike me as strange. But everyone was like looking at the crowd and just shaking their heads or thinking Jesus what is going on, are we in Korea, or what? It's like we're not allowed to gather amongst ourselves and to talk in our own languages -- maybe not for some of us Asian Americans who are native born, our own language would be English, but other than that -- the immigrants ... to be able to share our own culture because we see, we feel this constant pressure that we are resented when we get into a large group of our own people and so it becomes uncool to be in a large group of Asians. You have to be with White people. When you see a large group of White people you don't think that nothing is strange, but when you see a large group of Asians, something is strange. So you need to break out. You need to make some White ... you hear your mother or father saying why don't you make some White friends... why don't you make some Black friends, or Chicano friends ... it's that whole notion it all ties into the attitude that you have to assimilate. You can't be proud of your own culture. That is something I feel would be corrected with the ethnic studies requirement.

A large group of White people in most parts of Berkeley would same strange to me though.

I go to a frat party ...

Well, but I mean however if you know that a particular frat house is mostly White it's not all that strange.

Yeah, but Kips is kinda known as basically a White male...

The thing is if you see lots of Asians say at the Fiji House you might think something strange, the same if you see lots of Whites at the Pi Alpha Phi House, which is a fraternity that has one non-Asian member ...

Let's talk about public places though. It's a whole new idea.

But you just said that Kips is sort of known as a White place.

Not known as, but it's a fact. The fact that obviously if something was unusual about the situation and in general the way the public thinks, that's what it is. That's where all the fraternity, the Greeks go to have their drinks, basically.
But in general when I go through Sproul Plaza, large concentrations of any ethnic group, any homogeneous concentration might look kind of odd since there's usually a random mix walking through Sproul Plaza.

Well, I think these are interesting issues that could be debated at least from different perspectives. But one of the things I'm interested in finding out alittle bit more about your reactions to some other areas. Have any of you, say outside of the area of the College of Engineering had occasion to seek academic advising or counseling. And if so, can you say anything about your experiences in that area?

Well, I think your question was advising outside of the College of Engineering? I'm considering a minor in philosophy so I did go seek out academic counseling in the philosophy department and I think for me that was a very good experience. Professor Dreifus is I think a great person and just a very nice guy. The only problem with that might be just the fact that you have to go f him. And that he's not readily accessable in the College of Letters and Sciences. So I think f me the only problem has been to find the right people to talk to. And to go through the right bureaucracy. But I think that is true for all students not just Asians.

If I could add another question, what gave you the notion or the idea that you had to seek out someone? Is that something you learned from being here or is it ... how did that happen?

Yes. But I think it's more the fact that when you're going to Berkeley you just basically kno that you have to go for what you want. It's not going to come to you.

OK.

This is not my experience but a friend of mine told me this about two or three times on diffe occasions while we were discussing different things, but when she was a freshman, she went t the L&S advising and they told her, well, Physics 7 is too hard, take Physics 8. But under pee pressure, she took Physics 7 anyway, did reasonably well. Now she's a chemistry major which requires Physics 7 and does not accept Physics 8. The conclusion seems to be that she thinks (I kind of think based on other stories I've heard) that the L&S advising tends to steer people i easier classes for whatever reason. And if something is reputed to be "hard" they'll tell you n take it.

I've gotten tutoring, does that count? I received special privileges because I'm an affirmative action student. I wanted to comment something about that. It's sometimes difficult having th privileges of an affirmative action student because it's good that I could get tutoring and I cou get priority housing, but sometimes people just think that we're just being treated and we shouldn't be treated in this manner -- we shouldn't get special treatment. From other Asians from Caucasians, other groups ________________ I have gotten many comments saying, oh y got into Berkeley only because of your ... of being Filipino. (You weren't here when I told th student X student Y story.) (Please go ahead.) About the housing thing too ... they wonder wh should you get housing. Everyone should get equal housing. Sometimes I don't know what to because I don't know much about the affirmative action program. But there are no problems my tutoring.

Where is your tutoring located?

Golden Bear. For English.

Last semester I was taking History 4B and my head TA was also a tutor with the Golden Bear Tutoring Program. I found him really helpful. He really helped me got through the course. just helped me generally with my ideas and my writing. I really appreciate that. And also on counseling, I remember when I went through the regular CALSO program, not the one with th ISP, before school started, it was after I got admitted and before school started. And my counselor was a Bus Ad major and I remember she tried so hard to get us to believe that we r had to study really hard and it is really really hard to get into Bus Ad and you know somethin about 1/3 of freshman flunk out of school or something -- dropped out. And I just got really scared. I can't really ________________ any confidence in myself. I thought that gosh you kn this is gonna be so hard and then I just think, now I'm a senior, it's really bad to discourage, t give advice like that to freshmen.

Can you make a special note on that? I always wondered why CALSO took the approach of discouraging students.

Oh that's something you experienced too?

Yeah, I mean the first thing they said when we went into Wheeler and a woman stood there and just went "SSHHHHHH" right straight down the line. She goes, OK you on the left side are all gonna drop out. And then she went to the right side; she cut is into quarter and she goes and a quarter of you will be on AP. That was the whole tone and attitude.

I noticed the same. Basically told everyone to take the easiest possible classes. They assumed that everyone ...

Who was this?

CALSO. Cal Student Orientation. They told everyone to take the easiest possible classes assuming that even someone's who's like got lots of AP units with maximum scores can't handle coming to college.
Then who takes the honors physics and math classes?

I remember in CALSO when they also advocated you take the 10 series courses. I mean they said (not audible)
The comment about the drop out rate. The ratios. I think while that approach ... I think in CALSO I actually think it's appropriate because that is the way the University works. When you're on AP and that little letter comes after your first semester you're on your own and basically I think it's actually good to be prepared about that. It is discouraging but I think it's necessary because if they come in and think well I have too much leeway or something they'll be misled. Berkeley seems especially to me very harsh as far as, you know, weeding out people. And I think that is a fact that we have to make clear to the students also. And I think they have to, I mean at least knowing the facts will let them be able to handle it.

There are different ways of doing it though, I think.

Cooperative way, or competitive way.

Actually I really don't understand the idea of cooperating while one of you, some of you are weeded out. I don't understand how that will work.

You can break it down to either sharing your knowledge or hoarding the knowledge. I mean if you were in a study group and one person has the answer, and refuses to give the answer because therefore it'll raise the curve, I mean that would be competitive. Whereas cooperatively, you would share the answer and everyone would have access to that information. All of you can get A's as opposed to just one or two of you getting A's. Of course that's true, it's not the way Berkeley operates but ...

And it seems that also the same percentage of students will be weeded out regardless of ... it's the environment.

Right, but in orientation you really have to be sensitive to alot of the fears and anxieties that incoming freshmen have and I think you can sort of promote the services that are on campus instead of promoting what a student would go through if he or she were to be on AP. Things like that. Like Mac Hopkins said, there are different ways of presenting how Berkeley operates.

I always thought it was very important that students know what was the last date to drop. And an ambitious student who is a freshman came in and wanted to take 17 units. I thought that was fine. But I also thought that they should look at that last date and that week before that they should make a careful assessment. Because maybe that week before they'd find out that they weren't as sure they were going to pass all those courses. But if they let that date go, then they're in some really severe trouble. That's the kind of thing I'm thinking of. Let them know something about what the trap doors are that let them out of things if they've overreached, but not discourage them too much from overreaching.

I'd like to raise another topic unless somebody has more to say about what we've just reviewed, and that is the topic of commuting. I mean we understand that many Asian students commute. I don't know if that applies to anybody here but if so, or if you know something about it can you share any of that with us?

Yeah, I commute. In the morning it takes me about 50 minutes ... after 45 minutes of driving it takes 5 or 10 minutes just to walk from the parking lot to my class.

Where is this from? San Francisco?

Alamo. It's about 20 miles.

How has it affected your academic and educational experience overall? Can you say?

OK. It's good in a way. I live with my family so I got alot of family support but I find it hard sometimes in terms of social life. I go home and I sit with my family and really don't get any chance to meet with people and go out with my friends. They find it too much trouble to call me usually. Besides if you live on campus and live in the dorms you get to meet other people. If you live in an apartment you get to meet your neighbors. But I just basically try to meet other people in classes.

You know of other students who also commute who have similar experiences?

My brother and sister.

So I assume the rest of you are campus residents or live fairly close to the campus? One last thing, I don't know about for the rest of you but some of you have mentioned some student groups or student activities. Do you feel that you have access to student activities or the opportunity to get involved in some kind of extracurricular life? Has that been positive?

Most engineering students have ample opportunity to get involved in the engineering societies but many of the other ones are like way down in Eshelman Hall that's like so far out of the way that most engineering students don't get involved as much with those activities. At least as far as engineering goes people get involved in engineering groups but not with the I guess Eshleman Hall groups.
Are you a member of _______________?

No, Bata Kappa _________

The only reason I ask is that they're an open membership group.

But their office is near the engineering area as opposed to being down there.

Appendix II

Sample of Faculty Questionnaire

June 3, 1988

Dear Colleague:

On behalf of the Chancellor's Advisory Committee on Asian American Affairs, please respond to the following six questions to help us complete our work as regards to the status of Asian American faculty at UC Berkeley. Please add sheets if necessary and return the completed questionnaire by June 27th to: Amado Cabezas, 3407 Dwinelle Hall, Campus. Thank you.

Sincerely,

Amado Cabezas

Professor Amado Cabezas
Chair, Faculty Subcommittee

1. What factors, if any, inhibit the appointment of Asian Americans into the tenure-track faculty ranks at UC Berkeley?

2. In particular, how can the relative absence in the humanities and social sciences of Asian American faculty be alleviated?

3. What barriers, if any, do Asian American faculty tend to encounter: in merit increases?

(over, please)

in promotion to tenure?

in participating in campus administration?

4. In your opinion, what issue(s) should be addressed as regards Asian American faculty by the Affirmative Action Plan of the University?

5. What role can Asian American faculty play in improving the campus academic and social atmosphere, if such is necessary, for Asian American and other students on the campus?

6. What role, if any, can Asian American faculty play with respect to the Asian American community, in particular, and the larger society, in general?

Any other comments from you?

Appendix IIIa

Staff Job Groups and Occupational Categories

University of California, Berkeley
Career Staff Job Groups Within Major Occupational Categories, 1986

A. Major Occupational Categories (federal)

- Officials and Managers
  - Management Program
  - Upper Management
  - Mid Management
  - Lower Management

- Professionals
  - Administrative, Budget & Personnel Analysts
  - Social Services
  - Architects & Engineers-Upper Level
  - Architects & Engineers-Lower Level
  - Computer Programmers & Analysts
  - Employment Services
  - Communications
  - Health Professionals
  - Nursing & Health Services
  - Science Technicians-Upper Level

- Technical
  - Student Services Officers
  - Arts & Graphics
  - Architectural & Engineering Technicians
  - Laboratory Mechanicians & Other Technicians-Upper Level
  - Laboratory Mechanicians & Other Technicians-Lower Level
  - Laboratory Assistants-Upper Level
  - Laboratory Assistants-Lower Level
  - Electronics Technicians-Upper Level
  - Electronics Technicians-Lower Level
  - Science Technicians-Lower Level
  - Library Workers-Upper Level
  - Recreation Services

- Office and Clerical
  - Computer Operations
  - Storekeepers
  - Clerical Supervisors-Upper Level
  - Clerical Supervisors-Lower Level
  - General Clerical-Upper Level
  - General Clerical-Lower Level
  - Library Workers-Lower Level
  - Secretaries/Typists-Upper Level
  - Secretaries/Typists-Lower Level
  - Clerical Specialists
  - Key Entry Operators
  - Mail Services

- Crafts
  - Maintenance Supervisors
  - Maintenance Workers
  - Reproduction and Bookmending

- Operative
  - Automotive Equipment Operators
  - Minimally Skilled

- Laborers
  - Groundskeepers/Gardeners

- Service Workers
  - Food Service Workers
  - Cooks & Bakers
  - Custodial Leaders
  - Guards & Parking Services
  - Police Services
  - Fire Services

B. Job Groups (campus)

Job Group #	Job Group Name
01	Management Program
02	Upper Management
03	Mid Management
04	Lower Management
05	Administrative, Budget and Personnel Analysts
06	Student Services Officers
07	Social Services
08	Architects and Engineers-Upper Level
09	Architects and Engineers-Lower Level
10	Computer Programmers and Analysts
11	Employment Services
12	Communications
13	Health Professionals
14	Nursing and Health Services
15	Arts and Graphics
16	Architectural and Engineering Technicians
17	Laboratory Mechanicians and Other Technicians-Upper Level
18	Laboratory Mechanicians and Other Technicians-Lower Level
19	Computer Operations
20	Laboratory Assistants-Upper Level
21	Laboratory Assistants-Lower Level
22	Electronics Technicians-Upper Level
23	Electronics Technicians-Lower Level
24	Science Technicians-Upper Level
25	Science Technicians-Lower Level
26	Maintenance Supervisors
27	Maintenance Workers
28	Storekeepers (in 1981, Storekeeping)
29	Clerical Supervisors-Upper Level
30	Clerical Supervisors-Lower Level
31	General Clerical-Upper Level
32	General Clerical-Lower Level
33	Library Workers-Upper Level
34	Library Workers-Lower Level
35	Secretaries/Typists-Upper Level
36	Secretaries/Typists-Lower Level
37	Clerical Specialists
38	Key Entry Operators
39	Mail Services
40	Automotive Equipment Operators
41	Reproduction and Bookmending
42	Food Service Workers
43	Cooks and Bakers
44	Groundskeepers/ Gardeners
45	Custodial Leaders
46	Recreation Services
47	Guards and Parking Service
48	Police Services
49	Fire Services
50	Minimally Skilled

Source: UC Berkeley Office of Affirmative Action-Staff, "Distribution of Female and Minority Career Management and Staff Personnel By Berkeley Campus Job Group Within Major Occupational Category," Updated 10-23-86, Rev. 2-18-87.

Note: Job titles within job groups change from year to year. However, job groups within major occupational categories have remained constant in name and number between 1981 and 1986.

Appendix IIIb

Asian Staff Survey and Data Tabulation

SAMPLE QUESTIONNAIRE

TO: Asian Staff on the Berkeley Campus

FROM: Sunny L. Low, Associate Director

DATE: May 13, 1988

RE: Survey of Asian Staff

The Staff Subcommittee of the Chancellor's Advisory Committee on Asian Affairs would like you to participate in a survey of Asian staff on the Berkeley campus. If you are in the A & PS program, you may have already completed a similar survey a few weeks ago; however, we still urge you to complete the attached survey, since it directly concerns Asian staff. Please help us by being as candid as possible; your answers will be kept strictly confidential. Your participation in this survey will assist the committee in identifying problems and making recommendations to the Chancellor. Please feel free to call any person on the Subcommittee if you have any questions.

When you have completed the survey, fold it in half (discard the outer page with your mailing label), staple it, and drop it in the campus mail. Please return it by May 19.

Thank you.

The Subcommittee of the
Advisory Committee on Asian Affairs

Sunny Low, 2-7008
Glen Hatakeyama, 2-7224
Anita Madrid, 2-5881
Prof. Lily Wong Fillmore, 2-5547

SLL/rsl

ASIAN STAFF SURVEY

1. How long have you been employed on the Berkeley campus?

a. Less than 1 year	d. 6-10 years
b. 1-2 years	e. 10-15 years
c. 3-5 years	f. More than 15 years

2. How long have you been employed in your current position?

a. Less than 1 year	d. 6-10 years
b. 1-2 years	e. 10-15 years
c. 3-5 years	f. More than 15 years

3. What is your current payroll title?____________________________

4. How did you attain your current position?

a. Promoted within department
b. Lateral transfer within department
c. Reclassified
d. Promoted from outside department, within University
e. Lateral transfer from outside department, within University
f. Hired from outside University

5. How many times during your employment at the University have you done the following?

a. Requested job reclassification	0	1	2	3	4	5 or more
Number of times successful	0	1	2	3	4	5 or more
b. Applied for other jobs on campus	0	1	2	3	4	5 or more
Number of times interviewed	0	1	2	3	4	5 or more
Number of times hired	0	1	2	3	4	5 or more
c. Requested training/development	0	1	2	3	4	5 or more
Number of times granted	0	1	2	3	4	5 or more

6. Do you feel that your chances for promotion or reclassification at Berkeley are fair?

Yes No (explain)______________________________

____

7. Are you satisfied with your current job?

Yes No (explain)____________________

____

8. Which of the following would improve your job satisfaction? Rank each with 1 being the most important, 2 being the next most important, etc.

____Flexible hours
____More responsibilities
____Decision making authority
____Managerial support
____More recognition
____Higher position
____Exposure to others

____Better training & developme
____Salary increase
____Reorganization
____Promotion
____Nothing
____Other(specify)__________
____

9. How important were/are the following factors in your decision to wo at the University? (1 = very important, 5 = not important at all)

Campus environment	1	2	3	4	5
University reputation	1	2	3	4	5
Easy commute	1	2	3	4	5
Promotional opportunities	1	2	3	4	5
Job security	1	2	3	4	5
Training/development opportunities	1	2	3	4	5
Benefits	1	2	3	4	5
Parking	1	2	3	4	5
Salary	1	2	3	4	5
Challenging job	1	2	3	4	5
Other________________	1	2	3	4	5

10. Do you feel you have ever been discriminated against on account of yo ethnic origin in your efforts to advance within the UC system?

No Yes (explain)____________________

____

11. What is(are) your career goal(s)? What payroll title do you seek to ha in the future?

____

____

12. Do you feel you have an opportunity for upward mobility in your current position/field?

Yes No (explain why)________________________________

____

13. Are you interested in moving "up the ladder" in the management area?

Yes No

14. How necessary is it for you to advance in the following skills in order to attain your career goals? (1 = very necessary, 5 = not at all necessary)

Supervisory	1	2	3	4	5
Communication	1	2	3	4	5
Technical	1	2	3	4	5
Budgetary	1	2	3	4	5
Analytical	1	2	3	4	5
Planning	1	2	3	4	5
Leadership	1	2	3	4	5
Networking	1	2	3	4	5
Political Acumen	1	2	3	4	5
Other______________	1	2	3	4	5

15. Do you feel that any of the following would be beneficial to the pursuit of your career goals at the University?

Internship/Fellowship	Yes	No
A campus mentor	Yes	No
Peer Group Network	Yes	No
Training Classes	Yes	No
Cross Training	Yes	No
Personnel Workshops	Yes	No
Additional Schooling	Yes	No
Other______________	Yes	No

16. Why do you think Asians are not visible in management positions?

____

____

____

17. What can the Committee do to realize the goals of Asians in higher education, especially in the areas in which Asians are underutilized?

____

____

____

18. What do you feel the Committee's area of concentration should be in assisting Asians with their jobs or career goals at the University?

____

____

____

Thank you for giving us your time in completing this questionnaire.

Feel free to write any additional comments below.

We will send copies of the survey results
to all who participated as soon as they are compiled.

Please fold in half (discard the outer page with your mailing label),
staple, and drop it in the campus mail.

DATA TABULATION

ASIAN STAFF SURVEY - Tabulation of results

Number of forms mailed:	102
Number of forms returned:	45
Return rate:	44.12%

How long have you been employed on the Berkeley campus?

a.	Less than 1 year	0	(0%)
b.	1-2 years	0	(0%)
c.	3-5 years	8	(17.39%)
d.	6-10 years	**13**	**(28.26%)**
e.	10-15 years	**12**	**(26.09%)**
f.	More than 15 years	**13**	**(28.26%)**

How long have you been employed in your current position?

a.	Less than 1 year	3	(6.52%)
b.	1-2 years	6	(13.04%)
c.	3-5 years	**15**	**(32.61%)**
d.	6-10 years	**10**	**(21.74%)**
e.	10-15 years	6	(13.04%)
f.	More than 15 years	6	(13.04%)

How did you attain your current position?

a.	Promoted within department	**12**	**(26.09%)**
b.	Lateral transfer within department	3	(6.52%)
c.	Reclassified	**15**	**(32.61%)**
d.	Promoted from outside department, within University	3	(6.52%)
e.	Lateral transfer from outside department, within University	3	(6.52%)
f.	Hired from outside University	**10**	**(21.74%)**

How many times during your employment at the University have you done the following?

a. Requested job reclassification	78	
Number of times successful	50	success rate: 64.10%
b. Applied for other jobs on campus	106	
Number of times interviewed	72	interview success rate: 67.92%
Number of times hired	33	hire success rate: 45.83%
c. Request training/development	112	
Number of times granted	87	success rate: 77.68%

Do you feel that your chances for promotion or reclassification at Berkeley are fair?

Yes - 22 (47.82%) No - **24 (52.17%)**

Comments:

"Will try for reclass soon and expect to get it, but beyond that there isn't much."

"I did not feel that my classification has been commensurate with my job and level of responsibility. I felt I was not given a fair assessment and or opportunity for reclassification."

"Funding resources of departments seem to determine reclassification possibility - not necessarily performance or skills."

"You have to be 'visible' by working in commitees, professional organizations etc. to get promotions faster."

"Not having been a supervisor on my current job of more than 15 years has meant no reclassification possibility."

"I feel it is more like being at the right place at the right time."

"Promotions are based on buddy system."

"I don't feel that my chances for reclassification in my present position are fair. I think that the Personnel Department has very set ideas about positions in the Secretarial/Clerical category and regardless of how much more responsibility I am given, because my duties don't fall into a predetermined job description, my chances of being reclassified are slim."

"I have had professional computer programming training outside the university and have applied for related work on the campus many times, but I didn't even get a chance to be interviewed."

"Seniority belongs to the whites; only resignation/retirements will create any openings in administration."

"Current affirmative action hiring policies do not specify Asians. Budget constraints are usually the reason given for denial for reclass request within the department."

"For promotion it is difficult because I don't get proper experience or training to get to the next level."

"I am in a job class and possess skills that are not held in high value at UCB."

"Only had one promotion in past eight years and no future career developing plan given by my supervisor or manager."

"Opportunities to train you in specific skills areas aren't available. Especially true for promotional purposes."

"I have seen those who haven't had the experience get further than those who have worked hard at their jobs. Sometimes those who have been here for quite some time in an Administrative capacity have worked to make things better for those coming into the system as new employees, (i.e. offering training to the staff)."

"Reclassification is political. Somehow I don't have or can't get the support I need even though my peers and colleagues are at a higher level. I think it's racist. I've seen and heard of many such cases."

"Advancement on the basis of merit and competence doesn't seem to occur. Playing office politics sometimes matters most and not all of us are willing to play that game."

Are you satistified with your current job?

Yes - **29 (63.04%)** No - 16 (34.78%) No Answer - 1 (2.17%)

Comments:

"After being here 5 years, I need something more challenging some place where I will learn something new."

"Have responsibilites, but lack proper authority."

"Position needs to be reclassified, currently campus doesn't have a classification for what I do."

"I feel I am a little bit over worked because of duties assigned to me. One the other hand, professionally I am satisfied with my current job, because I'm exposed to all aspects."

"I feel the classification is not comparable to actual job performed."

"No growth in careers; no credit in work done."

"Pay too low."

"I do not feel that the skills I have and services I provide are held in much value by management."

"Doing the same tasks of job for nine years."

"Good, better, best. Never let it rest till the good is better and the better is best."
"Sometimes I am unclear what is expected of me."

"I am satisfied with substance of my job, but I'm not always happy with the staff going on around me, e.g. office politics."

"I have more responsibility I have to function more independently than my peers - but for less status and pay."

Which of the following would improve your job satisfaction?

This question could be perceived as a "wish list" for staff. Respondents were asked to rank-order a list of 12 items. Two of these, "Salary Increase" and "Promotion," received far more first place "votes" (13 each) than any other item on the list. "Salary Increase" also received 6 second place votes and 7 third place votes. "More recognition was the next highest first place vote-getter, with 7. "Managerial Support" received 5 first place votes, 7 second place, and 4 third place.

How important were/are the following factors in your decision to work at the University?

(average figures; 1 = very important, 5 = not important at all)

Campus environment	**1.78**
University reputation	2.53
Easy commute	2.76
Promotional opportunities	2.50
Job security	2.43
Training/development opportunities	2.68
Benefits	**2.16**
Parking	3.41
Salary	2.36
Challenging job	**2.07**

Do you feel you have ever been discriminated against on account of your ethnic origin in your efforts to advance within the UC system?"

Yes - 9 (19.57%) No - **31 (67.39%)**
Don't Know/No Answer - 6 (13.04%)

Comments:

"Oral and written skills are unfairly assessed with notion that Asians lack proficiency in Subject A (language skills)."

"This is difficult to answer in that my employment at UCB has been positive. However, I do believe that there is discrimination on this campus, not only on the basis of ethnicity but on the basis of sex. The biases are very subtle in nature, which are hard to put a finger on. Generally, it seems that people feel Asians are not leaders and while they are viewed as very good workers, are passed by for management jobs."

"The system is very subtle, but there is a sense that if you are Asian, you are lucky to be as highly-placed as you are - be grateful. Don't ask for more."

"I was certainly qualified for one position on campus in a lateral move I tried to make, but was both the wrong gender and ethnicity for the position."

"Other non-Asian staff in our group have more opportunities to go to training classes and get promotions."

"I didn't think it was a matter of ethnicity if I wasn't offered another job. Now I wonder."

"Not openly. But there is always subtle discrimination, based on ethnic stereotypes, that is especially insidious for Asian women."

"The forces aganist minorities are now subtle."

What is(are)your career goal(s)? What payroll title do you seek to have in the future?

"As long as I am working for Professor Ames, I would only seek reclassification to the Analyst series. If my employment with Professor Ames were to end, I would seriously be interested in Analyst, then MSO."

"To get into the Programmer/Analyst series"

"Vice Chancellor-Administration"

"I hope to attain the Librarian title at some point in my career."

"I have no specific plan and never had. As interesting and challenging opportunities arise, I will pursue them."

"Management of a small campus unit. MSO, Management Program."

"Prin. Analyst/MSO"

"I would like to be Programmer/Analyst II in two years and Programer/Analyst III in five years."

"Before retirement, an MSO IV or equivalent."

"To work more directly with employees to develop their potential. Attain a higher degree."

"Senior Development Engineer."

"MSO/Admin. Analyst- with lots of financial responsibity."

"Higher Education. Position combining Administration and Student Service."

"Admin. Analyst."

"High-level staff work at UC. Principal Administrative Analyst II, Executive Assistant to (top-level administrator)."

"Principle Analyst I 'at least'."

"I would like to be in the MAP series. Prior to coming to UC I was one of the top managers at my college."

Do you feel you have opportunity for upward mobility in your current position/field?

Yes - 20 (52.17%) No - 17 (34.78%)
Don't Know /No Answer - 9 (19.57%)

Comments:

"Not in current position. Highest in my department."

"I am near the top of my job classification. Would need to change jobs."

"Have responsibilities, but lack proper authority."

"University regonizes Engineers with a license than Engineer with experience."

"No one is leaving the library. No opportunity."

"Supervisor fails to recognize the increase in the level of responsibilities and complexity of decision making ."

"Not in my current position. I believe I would have the opportunity for upward mobility if I were interested in moving to another department."

"Not in my current position. Possibly in new field."

"Told job was not that important to consider as III."

"Already hit ceiling."

"Not under the present structure, but as individuals leave or as the organization changes opportunities might open up."

"The postion is 'dead end,' but the field is open professional."

"On this type of academically oriented campus a Masters degree in counseling means little."

"Not within the group of staff who like to flatter the supervisor."

"Opportunities need to be in place. For example: meeting people of influence, gaining insight into adminstration's views of your worth and value of current work experience as it relates to management position."

"Too narrow for managerial jobs."

"Not in my unit; I am highest staff person in my department. Outside my department competition is tough - frequently against hiring units own candidates."

"But in the two instances in which it ocurred, I had to initiate and press hard for action. Had I not done that, I never would have been recognized simply for doing good work."

"The people in the position I want are not going anywhere. I would need to go to another unit."

"I don't know. It's all luck and politics. I hope focus on Asians of Asian issues will help me."

Are you interested in "moving up the ladder" in the management area?

Yes - 24 (52.17%) No - 16 (34.78%)
Don't Know/No Answer - 6 (13.04%)

How necessary is it for you to advance in the following skills in order to attain your career goals?

(average figures; 1 = very important, 5 = not important at all)

Supervisory	**2.16**
Communication	**2.05**
Technical	2.44
Budgetary	2.44
Analytical	2.42
Planning	2.24
Leadership	**1.95**
Networking	**2.03**
Political Acumen	**2.14**

Do you feel that any of the following would be beneficial to the pursuit of your career goals at the University?

	Yes		**No**		**No Response**	
Internship/Fellowship	**33**	**(71.74%)**	6	(13.04%)	7	(15.22%)
A campus mentor	**30**	**(65.22%)**	7	(15.22%)	9	(19.57%)
Peer Group Network	**25**	**(54.35%)**	7	(15.22%)	14	(30.43%)
Training Classes	**22**	**(47.83%)**	13	(28.26%)	11	(23.91%)
Cross Training	**24**	**(52.17%)**	9	(19.57%)	13	(28.26%)
Personnel Workshops	12	(26.09%)	**22**	**(47.83%)**	12	(26.09%)
Additional schooling	**23**	**(50.00%)**	11	(23.91%)	12	(26.09%)

Why do you think Asians are not visible in management positions?

"(They) do not "aggressively/actively" seek out higher level positions."

"No active push from UC or Asians on campus to put Asians in management positions. Problem with discrimination."

"There aren't that many in those positions. We haven't made our concerns or demands loud enough."

"Asians are not respected in management positions. Asians are not targeted for management postions. No effort being made to recruit or train Asians for management positions."

"Not many to begin with/not given credibility (resources, decision) by some supervisor to do the job."

"I think that Asians are seen as a "hidden" minority - Blacks, Chicanos/Hispanics and women are perceived as far more underrepresented than Asians and so when a position opens up thes individuals from these groups tend to be promoted first. Also, Asians have not lobbied as heavily as the other groups for representation on selection/recruitment committees."

"As the 'model minority' and not a protected minority there is no incentive for campus administration to promote Asians."

"Access to training has been limited. The administration ha not encouraged or supported the development of Asian Managers. Also, there has been very little political pressure till recently to push for more Asian Managers."

"Cultural shyness."

"We need mentors and perhaps training for hiring managers re recognizing key and or skills for management positions. Sometime I feel that managers are not able to identify key skills in Asian Americans."

"Asians usually prefer to project a low-key image."

"Asians colleagues are mostly short of the skills of communication, the experience in networking and the acumen in political manoeuvres. Those who are naturalized citizens or permanent residents are especially handicapped by their language barrier."

"We have not attained enough political acumen to deal with the campus dynamics, we have the need for models and the leadership required to evoke confidence in our abilities."

"Lack of aggressiveness. Lack of vocal groups to advance their cause."

"They don't seek management positions, or if they are in management positions they aren't as vocal as other groups."

"Discrimination/ no opportunities."

"Perhaps UC management positions are not alluring to Asians who might opt for private sector oppotunities."

"We cannot articulate as well as the Caucasian people. Our wonderful cultural background and upbringing may also deter us, unfortunately."

"Relatively few apply. Individuals who would be competitive for management positions can make higher salaries in non-University jobs."

"No serious effort on part of campus to recruit Asians."

"Many feel they need to be 100% prepared for a position before applying, rather than taking jobs to get to the next step. Management also means being able to say 'no' which is culturally difficult."

"Racism; for the most part Asians have generally bought into the definition of what we should be and have "quietly" stayed within the bounderies of the definitions."

"Asians are not given the fair share."

"1) They are too busy trying to do a quality job so their superiors don't look bad that they forget about their own upward mobility and visibility. 2) They (Asians) feel thay can do a better job than others. Therefore delegation is not widely practiced. 3) Asians are accustomed to working with limited resources and making the best of everything. Therefore, they do not set out to build an empire for themselves with many people working with them. 4) Asians aren't trained to be outspoken managers. 5) They hope that their hard work and extra effort will be rewarded in the future. 6) They haven't learned to network effectively for the highest result possible."

"I personally am not very aggressively ambitious. Don't have a strong sense of what's possible for me or of what I am capable. We tend to be different (my generation), hard working and unnoticeable (unless were artistic or artsy)."

"Not many Asians in entry level positions which can lead to Management. Especially in Student Services. Overabundance of Asians in Technical fields/postions."

"In order for Asians to be visible, they really have to do something extremely outstanding before they are appreciated and recognized.

"First of all, I don't think there are many Asians in management positions at UC (1 or 2 in the Executive Management Program systemwide?) But for those Asians in management at any level, the tours of effort seems to be on the substance of the job, rather than on political maneuvering and other higher profile activity."

"Asians are not targeted to more into these types of positions. I feel that there is the belief that Asians are technical types and function well in support positions and not decision making ones."

"No one wants Asians. Every minority is a Black or Chicano man. Everyone else is White. Asians are considered techincal - not managerial. That's racism. Who are given chances to manage? Not Asians."

What can the committee do to realize the goals of Asians in higher education, especially in the areas wher Asians are underutilized?

"Keep publicizing the lack of Asians in administrative positions. Inform employees of resources available to help further careers."

"The campus should take note - are Asians profs and advisors representative of the student population? Having a network such as APASA is important and will hopefully assist us in attaining our goals."

"Recognize 5 year goals instead of annual goal in affirmative action plans, set variable goals on annual basis based on frequency of openings."

"More role models in non-traditional fields."

"The committee is already helping by coming out with this report. What can the University do? Review and change the formula that the affirmative action goals for Asians is achieved; since the S.F. Bay area is not includes it does not accurately reflect the local population."

"Develop close professional ties and support mechanisms which will have a political impact or management."

"Emphasize the need for affirmative action for Asians in these fields."

"Offer more training for Asians to aquire the skills necessary to succeed."

"1) Develop [research] programs for grammar schools , junior high and high schools to encourage higher education. 2) Develop national network with Asians organizations and institutions of higher learning."

"The committee should have well thought planning to identify qualified Asians and help them secure the position. Keep the committee active or better yet have a permanent office where

Asians can ask for help. Keep the committee/office "visible" and have a good public relations and publicity."

"Assure that Asians are being given equal opportunity to obtain positions in underutilized areas and publicize success for other Asians/other staff to note."

"More workshops in leadership skills, perhaps seminars on a quarterly basis."

"Publicizing opportunities that are available, perhaps holding workshops for those who might be interested in advancement so that they are aware of the kind of skills and experience needed."

"Surveys like this, perhaps provide advising like unions do."

"Be more vocal when Asians are over looked . Noise apparently is what we need."

"Encourage well qualified individuals to apply for jobs."

"Have an up-to-date roster of prospective job applicants that could be nominated/solicited for job openings in management level positions."

"Collectively make the university aware of the areas of 'underutilization' and apply a varsity of different types of pressure to see that this situation is changed."

"1) Specifically recruit to cross-train and retain valuable employees. 2) Assess and develop their potential to the fullest. 3) Give them oppotunities to grow in positions and support their efforts."

"I'd be interested in seeing some stats on Asians in Management and their upward mobility - particularly in academic units. Asians seem to meet with greater success in services."

"More networking! Join APASA! Host a campus only version of Asians in higher education."

"Maybe by entering profiles in publications that will help to accomplish this. When positions are open and advertised, encourage qualified Asians to apply in these areas by personal communications, i.e. telephone call, mention at meetings, etc. Maybe it is possible this is done now."

"First figure out what our goals are and then decide what it will require to meet those goals (e.g., organization as a group; political backing; role models; support groups for sharing experiences, concerns, problems, fellowship/trainiong programs; friends and supporters who are already in powerful positions."

"Be vocal . Be strong. Gain support. Educate . Organize Asian staff, faculty, and students for community support."

What do you feel the Committee's area of concentration should be in assisting Asians with their jobs or career goals at the University?

"Identify if a problem exists, determine cause, recognize solutions in paving way towards equal opportunity."

"Reconmmending that the % of students who are Asian on the campus be reflected in staffing levels. Include S.F. in the Bay Area pool for UC Berkeley."

"Emphasize staff affirmative action for Asians."

"1) "Educating" hiring managers on the campus regarding topics such as cultural diversity, eeo and affimative action. 2) Networking with Asian employees and creating a job bank of resumes for job referrals. 3) Reviewing job description of current UCB jobs to ensure 'fairness' of job requirements. This would enable applicants from other departments an opportunity to qualify for interviews. 4) Helping Asian employees to become more visible on campus (e.g. training, committee membership). 5) Also, address training or issues which deal specifically with female Asians."

"Continue to focus networking for Asian employees at UCB."

"Identifying those Asians who are interested in advancement and helping them to qualify for those positions."

"Idenitfy the younger Asian employees who can be groomed for future management/supervising/leadership jobs; Get them on the fast track . One must have a role model in order to learn the rules of the game."

"Letting Asians know about the existence of the Committee and it's charges.

"Counseling and support."

"Negotiate for percentage of higher level positions with present employees."

"Insist that affirmative action searchers are truly open and not wired. Audit interviews and selection decisions if necessary."

"Supporting qualified Asians for positions that have decision making power would be a good start; beyond that giving Asians who are interested in improving their position whatever support, encouragment, training, etc. that is called for."

"Interviewing each Asian staff to find out their needs and goals than dealing with their managers.

"Help Asian employees become more visible on campus. (e.g. training, committee membership)."

Appendix IIIc

A&PS Survey and Results

SAMPLE QUESTIONNAIRE

BERKELEY: OFFICE OF THE CHANCELLOR

DATE: MARCH 30, 1988

TO: ADMINISTRATIVE AND PROFESSIONAL STAFF

FROM: THE VICE CHANCELLOR RODERIC B. PARK
VICE CHANCELLOR DANIEL BOGGAN, JR.

SUBJECT: EMPLOYEE SURVEY

ACTION REQUESTED: QUESTIONNAIRE RESPONSE

CONTACT PERSON: ANITA MADRID, MANAGEMENT FELLOW

TELEPHONE: 3-6260

DEADLINE: APRIL 15

The campus administration has a strong interest in securing information about administrative and professional staff. Anita Madrid, one of our management fellows this year, has elected to conduct a management project focusing on examining professional career development opportunities for UC employees. The enclosed questionnaire is the first step in canvassing staff and evaluating their status with regard to professional development.

The purpose of the survey is to :

1. Obtain a general background profile of administrative and professional staff
2. Examine the elements of job satisfaction
3. Gather information regarding employee interest in professional development programs and networks

This survey will be instrumental in recommending policy developments regarding professional development programs and campus promotional job paths in the coming years. As you may know the response rate is very important in establishing the reliability of survey data. Thus, we strongly urge you to take the approximately 20 minutes needed to fully complete this survey form.

We also want to assure you of two things: First, your response to this survey will be completely anonymous. Only aggregate and summary statistical data will be used. Second, your views on the issues are important to us and will receive full and thorough consideration in formulating study findings and recommendations.

We urge your cooperation with this project, confident that your response will play an important role in shaping human resource programs on this campus in future years. We are committed to improving campus human resource programs and one of the best ways to do this, is to survey the opinions of the affected personnel.

You have been asked to respond to a number of campus surveys on a variety of issues this year. Most recently, you have been asked by the A&PS Task Force on Professional Development to respond to a short survey on Professional Awards. This A&PS survey goes beyond awards and seeks to examine the professional development interests of our staff. If you have questions on any aspect of this project, please contact the project director, Anita Madrid (230-B Stephens Hall, 643-6260).

Thank you for your time and interest in assisting us in the design of new campus policy and programs. Please return your questionnaire by April 15.

Administrative and Professional Staff
Employee Survey

3/88

Your anonymity will be protected. Your frank responses are greatly appreciated.

I Demographics

1. What is your sex?
   1[ ] Male 2[ ] Female

2. What is your ethnicity? (optional)
   1[ ] White (not of Hispanic origin)
   2[ ] Black/Afro-American (not of Hispanic origin)
   3[ ] American Indian or Alaskan native
   4[ ] Mexican/Mexican American/Chicano
   5[ ] Latin-American/Latino
   6[ ] Other Spanish/Spanish American
   7[ ] Chinese/Chinese American
   8[ ] Japanese/ Japanese American
   9[ ] Filipino/Pilipino
   10[ ] Pakistani/East Indian
   11[ ] Other Asian

3. How old are you (as of your last birthday)?
   1[ ] under 25
   2[ ] 25 - 34
   3[ ] 35-44
   4[ ] 45-54
   5[ ] 55-64
   6[ ] 65 or older

4. What is your highest level of formal education?
   1[ ] Some high school
   2[ ] High school diploma or GED
   3[ ] Some college
   4[ ] 2-year college Degree
   5[ ] 4-year college/university Degree
   6[ ] Some graduate work, no Degree
   7[ ] Masters Degree
   8[ ] Doctorate
   9[ ] Other Professional Degree or License *(Please specify:* ______________________ *)*

5. Are you a Cal graduate?
   1[ ] Yes 2[ ] No

II Employment

6. How long have you been employed with the Berkeley campus?
   1[ ] Less than one year
   2[ ] 1-2years
   3[ ] 3-5 years
   4[ ] 6-10 years
   5[ ] 11-15 years
   6[ ] 16-20 years
   7[ ] More than 20 years

7. What was the first payroll title (i.e., MSO I, SAO II, SRA III, etc.) you held on your first campus job____

8. What is your current payroll title? ______________________________________

9. How long have you held your current payroll title?
   1[ ] Less than one year
   2[ ] 1-2years
   3[ ] 3-5 years
   4[ ] 6-10 years
   5[ ] 11-15 years
   6[ ] 16-20 years
   7[ ] More than 20 years

10. Were you hired in your current job from:
    1[ ] Within the campus
    2[ ] Within the UC System [e.g., another UC campus/laboratory, Office of the President, etc.]
    3[ ] Outside of the UC system

11. Was your move from your previous job title to your current job title a:
1[ ] First campus job 4[ ] Reclassification upward
2[ ] Promotion from another campus job 5[ ] Other *(please specify:________________)*
3[ ] Lateral transfer from another campus job

12. If you transferred or were reclassified or promoted to your current job from within the Berkeley campus, what was your previous payroll title?
Payroll title____

13. How many times during your employment with Cal have you requested a job reclassification upward (for yourself)?______

14. How many times during your employment with Cal did you succeed in getting your job reclassified upward? ______

15. How many times during your employment with Cal have you applied for a job promotion?
______

16. How many times during your employment with Cal did you succeed in obtaining a job promotion?_____

17. Which is the immediate Control Unit for your department ?
1[ ] Chancellor's Office 5[ ] Letters and Science
2[ ] The Vice Chancellor's Office 6[ ] Professional Schools /Colleges
3[ ] Business and Administrative Services 7[ ] Graduate Division
4[ ] Undergraduate Affairs 8[ ] Development Office

18. Do you plan to remain employed at Cal until your retirement?
1[ ] Yes 2[ ] Not sure 3[ ] No -----*}Skip to question 20*

19. If you plan to retire from Cal, will you retire within:
1[ ] 1-5 years 2[ ] 6-10 years 3[ ] 11-15 years 3[ ] 16-20 years 4[ ] More than 20 years

II Job Satisfaction

20. In your current job do you feel:
1[ ] Exceedingly challenged 2[ ] Sufficiently challenged 3[ ] Underchallenged

21. How satisfied are you with your current job?
1[ ] Highly satisfied 2[ ] Satisfied 3[ ] Less than satisfied

22. What is the single most satisfying factor about your present job?____________________
____

23. What do you think would improve your job satisfaction? *(Check all that apply)*

1[ ] Nothing, it's perfect for me
1[ ] Flexibility in work hours
1[ ] More interesting work assignments
1[ ] Participation in decision making
1[ ] More time to plan my work
1[ ] More responsibility
1[ ] Exposure to other campus units
1[ ] Recognition
1[ ] Formal training and development
1[ ] More independence
1[ ] A new job
1[ ] Other *(Please specify:*
____________________________ *)*

24. Please rate how important the following performance reward factors are to you:
(Circle a number)

	Very Important	Somewhat Important	Not Important
a. Salary merit increases	1	2	3
b. One-time cash performance award	1	2	3
c. Recognition by superiors	1	2	3
d. Recognition by peers	1	2	3
e. Official acknowledgements (certificates,ceremonies, plaques, pins, etc)	1	2	3
f. Other *(Please specify and rate:________________)*	1	2	3

25. Please rank only the top five of the statements below that best describes why you choose to work at Cal: *1=first, 5=last*

1[ ] Job security
2[ ] Good working conditions
3[ ] The campus environment
4[ ] The job matches your educational background and professional skills
5[ ] Salary / salary potential
6[ ] Employee benefits package
7[ ] Challenging/ rewarding/satisfying work
8[ ] Close to home
9[ ] Easy commute
10[ ] The university's mission
11[ ] Promotional opportunities
12[ ] Training and developmental opportunities
13[ ] The prominence and reputation of this university
14[ ] No other job option
15[ ] Other *(Please specify:________________________________)*

26. What do you like most about working at Cal?________________________________
____

27. What do you like least about working at Cal?________________________________
____

IV Job Mobility

28. Do you plan to remain in your current job throughout your employment at Cal?
1[ ] Yes 2[ ] No 3[ ] Unsure

29. Do you plan to pursue promotional job opportunities at Cal?
1[ ] Yes 2[ ] Possibly 3[ ] Unsure 4[ ] No---)*Please skip to Question 35*

30. If you are interested in campus promotional opportunities, which of the following career opportunities interest you:
(You may check more than one)
1[ ] Promoting upward in your current job classification series
1[ ] Promoting upward to a different job classification series
1[ ] Transferring laterally in your current job classification series
1[ ] Transferring laterally to a different job classification series
1[ ] Other*(Please specify:________________________________)*

31. If you are interested in moving to another campus job, are you interested in a management position (as distinguished from a professional or technical position)?
1[ ] Yes 2[ ] Unsure 3[ ] No

32. Which specific other campus job classification(s) interest you?
Title____
Title____
[ ] Don't have enough information on other campus jobs to answer

33. How important do you think the following additional new skills would be to enhancing your career advancement? *Please circle a number for each.*

	Very Important	**Somewhat Important**	**Not Important**
a. Technical skills (e.g., computers)	1	2	3
b. Supervisory skills	1	2	3
c. Budgetary skills	1	2	3
d. Analytical skills	1	2	3
e. Planning /organizing skills	1	2	3
f. Personal skills (e.g., public speaking, leadership, etc.)	1	2	3
g. Other skill *(Please specify and rate: ____________________)*	1	2	3

34. How important a role do you think the following factors might play in enhancing your career advancement? *Please circle a number for each.*

	Very Important	**Somewhat Important**	**Not Important**
a. A higher degree or certificate	1	2	3
b. A campus mentor	1	2	3
c. A campus internship	1	2	3
d. Campus Personnel training and development classes	1	2	3
e. A peer group employee network	1	2	3
f. A personal professional development plan	1	2	3
g. Clear map of campus promotional job paths	1	2	3
h. Training classes offered by campus practitioners in topics of interest	1	2	3
i. More experience with increased responsibility	1	2	3
j. More campus contacts outside of my office	1	2	3
k. Knowledge of other campus jobs	1	2	3
l. Opportunities to display my talents	1	2	3
m. Openings in jobs that interest me	1	2	3
n. Personal confidence	1	2	3
o. Contact with hiring authorities	1	2	3
p. Cross training	1	2	3
q. Good initial job training	1	2	3
r. Other *(Please specify and rate: ____________________)*	1	2	3

35.What do you believe is the single most important factor in achieving campus career advancement ? ____________________

36. What do you believe is the single most important factor impeding campus career advancement?____________________

37. Regarding campus professional development opportunities, how often have you used the following arrangements?: *Circle a number for each.*

	Often	Sometimes	Never
a. Flexible or alternate work scheduling	1	2	3
b. Leave without pay	1	2	3
c. Leave with full or partial pay	1	2	3
d. Full or partial payment of fees and expenses	1	2	3
e. Temporary or part-time reassignment in another dept.	1	2	3
f. Other arrangement *(Please specify and rate:* ____________________*)*	1	2	3

38. Of the following available resources listed below please rate how useful they have been to your career development? *Circle a number for each.*

	Very useful	Somewhat useful	Not useful	Have not used
a. Campus Personnel training and development classes	1	2	3	4
b. Campus reduced-fee program	1	2	3	4
c. Off campus classes	1	2	3	4
d. Job related conferences, workshops, seminars, lectures, meetings, etc.	1	2	3	4
e. Campus internship(s)	1	2	3	4
f. Membership in professional and technical associations	1	2	3	4
g. Campus employee groups	1	2	3	4
h. Campus mentor(s)	1	2	3	4
i. Management Skills Assessment Program	1	2	3	4
j. Books, journals, etc.,	1	2	3	4
k. "In-house" professional development staff seminars	1	2	3	4
l. On -the- job training	1	2	3	4
m. Cross training	1	2	3	4
n. Other *(Please specify and rate:* ____________________*)*	1	2	3	4

39. Does your department provide assistance and support (e.g., money, time-off, flexible scheduling, etc,) in order for you to increase the effectiveness of your performance in your current University position ?

1[ ] Yes 2[ ] No 3[ ] The situation hasn't arisen

40. Does your department encourage you to obtain the skills, knowledge and abilities which may improve your opportunities for career advancement?

1[ ] Yes 2[ ] No 3[ ] The situation hasn't arisen

41. How do you think you department could provide better career assistance and support

42. How would you rate your overall satisfaction with the current professional developme
opportunities available to you ?
1[ ] Highly satisfied 2[ ] Moderately satisfied 3[ ] Not at all satisfied 4[ ] Have

43. A&PS policy 141.2 states that "the employee has the primary responsibility for individ
professional development." **Have you developed a career development plan?**
1[ ] Yes 2[ ] No 3[ ] In process 4[ ] Need assistance

44. How many employees report to your immediate supervisor?
1[ ] 1-5) 2[ ] (6-10) 3[ ] (11-20) 4[ ] (21-30) 5[ ] (31 or more)

45. Employee networks focusing exclusively on professional career development provide
members opportunities to meet their colleagues, share information, develop informal
mentorships, and hold meetings where topics of concern are addressed. **Do you hav
interest in participating in a campus staff network focusing on career
development opportunities for A&PS employees?**
1[ ] Yes 2[ ] No 3[ ] Possibly 4[ ] I already do (Name of campus organi

46. If professional networking interests you, are you interested in networking with: *Check
apply.*
1[ ] Employees in your job classification series
1[ ] Employees in your general occupation area
1[ ] A mixed group of employees with similar interests
1[ ] Other combination *(Please specify:*

47. If professional networking interests you, what specific professional interests would
like to see addressed? *(List by topic)*

48. WE WELCOME YOUR ADDITIONAL COMMENTS ON CAMPUS PROFESSIONAL DEVELOPMENT OPPORTUNITIES ON PAGE

Thank you for taking the time to complete this questionnaire.

1. **Please separate the questionnaire (pages 1-8) from page 9.**
2. **Fold , staple and mail the questionnaire with the addressee label on page 8 visible on the outside.**
3. **Read final directions on page 9**

ANALYSIS OF ASIAN STAFF RESPONSES

Administrative and Professional Staff Survey Data

The following information on the Asian staff at the Berkeley campus is taken form a survey mailed to all emplyees (1415) in the Administrative and Professional Staff Tier on the Berkeley campus. The total survey response rate was 41%. For purposes of this document the identifier "Asian" used in the survey refers to Chinese, Japanese, Filipino, Pakistani, East Indian, and Other Asian employees and corresponds to the manner in which ethnic data is collected in Personnel Applicant records. Asian survey respondents include Chinese, Japanese and Filipino, hence, this study reports the data for these groups only. For purposes of comparison, the response rates for all ethnic groups are included in the tables. The Asian response rate was fairly representative of the larger group: they represent 12% of the A&PS Tier and 9.4% of the survey respondents. However, when the numbers for Asians were disaggregated by ethnicity, the numbers were too small to provide significant information on each subgroup.

A&PS Survey Information:
Total Employees Surveyed: 1415=100% A&PS Tier
Total Respondents: 593= 41%
Total Asian Respondents: 56= 9.4%
Total Number of Asians in A&PS: 165= 12% of A&PS Tier
Asian survey response rate = 33% of Asians in A&PS

Survey Data:	Total Asian R:	Chinese	Japanese	Filipino
Total:	(56) 9.4%:	(27) 4.6%	(24) 4.0%	(5) .8%

Survey Objectives

The survey was divided into five major sections covering: Demographics, Employment, Job Satisfaction, Job Mobility, Campus Resources and Networks. The objectives of the Administrative and Professional Staff survey were designed to:

1. Obtain a general background profile of administative and professional staff
2. Examine the elements of job satisfaction
3. Gather information regarding employee interest in professional development programs and networks

Major Findings

There are no significant differences in the responses of Asians compared to those of all respondents. Generally speaking, Asian survey respondents:

1) are satisfied and sufficiently challenged on their jobs
2) report that their departments do support their improvement on the job and encourage their career advancement
3) have an interest in pursuing management positions
4) have not developed a career plan or are currently in the process of developing one

5) are less sure than other groups about engaging in employee networks

Demographic Profile

As a group Asian A&PS survey respondents fall in the 35-44 age bracket (Q3). The majority of Asian respondents have a 4 yr. degree (Q4) and cluster in jobs as Student Affairs Officers and Administrative Analysts (Q8). Student Affairs Officers hav a direct student client base and are found in offices for student advising, admissions, career planning and pre-graduate advising. Asians and most minorities are over represented in this job group according to the 1987 and 1988 Affirmative Action Reports. According to this report Asians are over parity in the SAO series. Of the 220 SAO's thirteen are required for parity, 29 are Asians- an overutilization of +16. In contrast, an underutilization of Asians exists in the Administrative, Budget and Personnel Analyst job series. There are 228 Adm-Bud-Per-Analysts; 43 are required for parity and Asian number 26 -- an underutilization of -17 (nearly as many as are overutilized in the SAO series).

Job Challenge/Job Satisfaction

Most Asian respondents (82%) feel that they are sufficiently (Q21) or exceedingly (Q20) challenged on the job. The majority of Asians (76%) are satisfied or highly satisfied on their jobs. This finding however does not imply that their job satisfaction can't be improved by:

1. Recognition
2. Formal training and development
3. Participation in decision making

Top five reasons for working at Cal

Asian respondents' top five reasons for choosing to work at Cal (Q25) are comparable for those given by all survey respondents:

1st: Job is challenging/rewarding/ and or satisfying
2nd: The campus environment
3rd: Job matches their education and training
4th: Working conditions
5th: Job Benefits

Career Advancement Opportunities

The majority of Asians respondents report that their departments do support/assist (Q39) their improving job effectiveness and that their departments also encourage their career advancement (Q40). Slightly more Asians respondents have not had the occasion to request support for improving their job effectiveness or for career advancement opportunities. Asian respondents are only moderately satisfied with campus professional development opportunities as are all survey respondents. They, like all respondents, believe that their career advancement would be improved by:

1) Openings in jobs that interest them
2) Opportunities to display their talents, and
3) More experience with increased responsibility

Unfortunately, job competition is intense for positions at the grade III and IV levels - the most desirable campus jobs. The employment pyramid narrows at these levels and outside competitors are legion. It is not uncommon to receive 150 applications for these jobs. Programs that would alleviate much of the frustration around campus job mobility are:

1) a clear understanding of the "odds" in the competition for desirable jobs
2) an internal recruitment program, especially for job groups where minorities are underutilized, for talented campus employees with appropriate years of university service.
3) internships for underutilized groups would both allow talented employees to display their talents and obtain increased responsibility as well as learn new skills in preparation for job transfers or promotions.

Although Asian respondents show an interest in pursuing management positions, they compare to the larger population in the fact that the majority of them have not developed a career plan (Q43). They require more information on campus jobs in order to make career decisions. One source of employment information can be gained through employee networks. Asians are less sure about engaging in staff networks (Q45) than are total respondents.

Conclusions

What is true about most respondents is true for Asian respondents. They choose to work at the university because of the satisfaction they get from their jobs. Asians tend to cluster in jobs as Student Affairs Officers and Analysts. They are sufficiently challenged with their positions and report that they obtain the support for their job improvement as well as the encouragement to pursue career advancement however, they also report that they have insufficient information on other campus jobs to make appropriate career choices. For the majority of survey respondents, Campus Personnel training and development courses are only somewhat useful to their training, attendance at job related conferences and generally, for improved departmental funding levels for career opportunities.

Survey Data

Q3. Median Age Bracket:

	Total Respondents	Asian Respondents
25-34:	21.4%	21.4%
35-44:	36 %	64.2%

Q4. Median Level of Education:

	Total Respondents	Asian
4 yr Degree:	48 %	48.2%
Some grad. work:	14.3%	14.2%
M.A./M.S.:	17.9%	17.8%
PHd.:	7.1%	7.1%

Q8. Current Pay Titles:	Asians
5. Student Affairs Officer	13
29. Adm Analysts	15
31. Prgm Analyst	7
35. Acct.	3
65. SRA	4

Q.20 Feel Challenged on Job

	Exceedingly	Sufficiently	UnderChallenged
Total	25.7%	55.7%	18.4%
White	25.2	56.3	18.3
Black	25.2	56.3	18.3
Native American	0	50	50
Hispanic	28.5	51.4	20
Asian	23.2	60.7	16

Q.21 Job Satisfaction

	Highly Satisfied	Satisfied	Less than Satisfied
Total	28.1 %	48.6 %	23.3 %
White	27.6	48.6	23.8
Black	33.3	51.5	15.2
Native American	0	25	75
Hispanic	31.4	51.4	17.1
Asian	29	47.2	23.6

Q29. Plan Pursue Promotional Opportunities

	Yes	Possibly	Unsure	No
Total	44.6	29	15.5	10.9
White	43.5	31.3	14.1	11.2
Black	66.7	21.2	9.1	3
Native American	50	25	25	0
Hispanic	45.7	11.4	25.7	17.1
Asian	**39.2**	**26.7**	**23.2**	**10.7**

Q31. Interest In Management

	Yes	Unsure	No
Total	43.1	30.1	26.8
White	41.5	30.7	23.3
Black	53.3	23.3	0
Native American	50	50	16.7
Hispanic	44.4	37	18.5
Asian	**48.9**	**24.4**	**26.5**

Q39. Have Departmental Assist/Support For Effective Job Performance

	Yes	No	Situation hasn't arisen
Total	61.4%	17.2%	21.4%
White	62.8	17.1	20
Black	65.6	21.8	12.5
Native American	0	100	0
Hispanic	54.2	14.2	31.4
Asian	**56.3**	**12.7**	**30.9**

Q40. Have Departmental Encouragement for Career Advancement

	Yes	No	Situation hasn't Arisen
Total	54.9%	27.4%	17.7%
White	54.7	27.4	17.7
Black	64.5	25.8	9.7
Native American	25	50	25
Hispanic	51.4	34.2	.9
Asian	**53.5**	**23.2**	**23.2**

Q 42. Satisfied with Campus Professional Development Opportunities

	Total	Chinese	Japanese	Filipino
Highly Satisfied	(8.1)	(0) 0%	(1) 4.3%	(0) 0%
Moderately Satisfied	**(47.7%)**	**(11) 42.3**	**(11) 47.8**	**(4)100**
Not at All Satisfied	(27.4)	(8) 30.8	(5) 21.7	(0)0
Have not used	(16.8)	(7) 26.9	(6) 26.1	(0)0

Q43. Have Developed a Career Development Plan

	Yes	No	In Process	Need Assistance
Total	20.5%	40.9%	25.1%	13.5%
White	20.3	43.7	22.7	13.3
Black	31.3	28.1	34.4	6.3
Native American	25	25	25	25
Hispanic	25.7	20	37.1	17.1
Asian	12.7	40	30.9	16.3

Q45. Interest in Networking

	Yes	No	Possibly	Already do
Total	39.4	17.9	37.5	5.3
White	37.4	19.7	37.7	5.2
Black	64.5	3.2	32.3	0
Native American	75	25	21.7	0
Hispanic	57.1	11.4	25.7	5.7
Asian	27.2	14.5	49	9

Appendix IIId

APASA Letter

To: Asian Affairs Task Force Committee
From: Asian Pacific/American Systemwide Alliance Committee Members (APASA)
Date: February 10, 1988
Re: **Staff, Faculty, and Student Issues**

The Asian Pacific/American Systemwide Alliance (APASA) held a public forum to solicit input from Asian staff regarding their concerns on the Berkeley campus. This is the summary of the forum proceedings. We hope that the comments presented will be useful in your committee discussions. We would like a response as to how these comments will be used so that we can provide some feedback to our constituency.

Staff Issues:

--the advancement of Asians in career positions is slower than the advancement of other groups; this is particularly true in the Library.

--there is slow or no upward movement of Asian mid-level personnel in many departments.

--there are not enough career opportunities for Asians on campus.

--there is on-the-job discrimination against Asians.

--there is a need for additional data to evaluate career opportunities available to Asians on campus by specific job classifications.

--there is a lack of recruitment outreach to Asians for specific positions. Is this lack due to the fact we are not considered minority since there seems to be more outreach directed at "minorities"? When are Asians counted as minority and when are they not? If we are counted as minority in one area and not in another, how do you justify that? What is the campus definition of minority or Affirmative Action?

--why do Asian staff leave their positions--from one department to another and from Berkeley to outside employment?

--What internship or staff development opportunities are there for Asians? What are the qualifications and how does one apply? For instance, how can one take Modelnetics courses?

--what are the expectations (job placement, upward mobility,etc.) after someone completes a campus program like Management Skills Assessment Program or the Management Fellowship Program? Where do these programs lead?

--what is the level of ambition of Asian staff in current positions?

--what are the employment numbers or percentages of Asians in different job categories?

--regarding the Campus Staff Affirmative Action Plan: how is the parity formula calculated? What geographical locations does this include in determining availability pool? Is San Francisco and the general Bay Area included in the availability pool? If they are not, why not and what implications does this have for Asians?

--the Campus Staff Affirmative Action Plan objectives are set up to meet federal compliance regulations; however these objectives may not meet the needs of the campus in terms of student demographics and the need for more minority staff. How will the campus respond to this need? I would like to see the campus do more than just respond to federal compliance regulations and base objectives on campus needs.

--there is a lack of Asians in administrative, policy-making positions.

--there are no Asian Assistant Vice Cancellors.

--there are no Asians in the Executive Tier.

--why are there so few Asians in higher management positions? Is this due to availibility pool? Lack of outreach? What strategies can the campus develop to rectify this?

--there is a lack of Asian upper-level personnel officers.

--there is a need for childcare.

--there is a need for stress management and financial planning courses.

--"Asian Americans as model citizens, fact or fiction?" How does this attitude fit in with career opportunities and advancement for Asian faculty and staff?

--misunderstanding of Asian cultures, personality types and racial stereotyping prevents upward mobility of Asians.

--lack of sensitivity to Asian concerns and sensibilities provides a non-supportive or semi-hostile atmosphere for Asian staff.

--there is no education for supervisors on how to understand Asians and the ethnic differences between different Asian groups.

--support for and willingness to be a team player among Asian staff is perceived as a lack of initiative or lack of management talent by others rather than a difference in styles.

Student Issues:

--in terms of admissions policy, why is the category "rural" protected and the category of "EOP" not protected and just given points? Many of the EOP applicants are Asian. What implications does this have?

--has the taskforce looked at the application vs. admissions rates of Asian students in comparison to Caucasian students?

--to whom do Asian students go for problems, advice, etc.?

--there is not enough Asian staff in student service offices (i.e., L & S advising) to work with the numbers of Asian students on campus.

--there are not enough Asian role models outside of the hard sciences.

--regarding campus climate: stereotypes of Asian students are that they are competitive and they raise the grading curve in classes.

--there are not enough support services for Asian students on campus.

--we need to address student health issues and discrimination issues.

--in the past, the Asian-American Studies Program was viewed as a student services office, however, it is currently an academic department. What can be done to replace this lost function?

--SANNSE (Subject A for Non-Native Speakers of English): 1) lack of Asian lecturers in the department; 2) racial and cultural biases exist in the teaching methods of current lecturers as evidenced by remarks on student papers; 3) we are concerned about the excessive failure rates of SANNSE students who need to repeat the courses and speculate whether this grading is due to department self-preservation.

--University staff are insensitive to or do not understand Asian parental/cultural values regarding education and of the great parental pressures placed upon Asian students.

General Issues:

--why is the Chancellor's Office interested in Asian concerns? There has not been any interest before and if they get feedback, what will they do and how long will it take?

–this is a recommendation to the taskforce to include a timetable at the end of the report so that campus administration can respond in a timely manner.

–how prepared are Asians (students, faculty and staff) to handle perceptions of others and an Asian backlash occurring because we have high numbers, etc.?

–is the taskforce looking at the diversity of the Asian community on the campus by reviewing demographics: What % are immigrants, what % are native-born, what is the break-down of the different Asian ethnic groups, i.e., Korean-Americans, Chinese-Americans, Japanese-Americans, Vietnamese, etc.? What is the campus profile?

–what are the negative stereotypes of Asian staff and faculty? How do others (non-Asians) perceive us? I assume these stereotypes have implications for hiring, promotions, etc.

–we need to educate the campus community (particularly faculty and T.A.s) regarding Asians–how we are perceived and how students are dealt with in light of current concerns (Asian backlash as a result of high numbers).

–need for the campus community to understand that a person with an accent does not necessarily have a language problem. Usually the person with the accent is perceived as being the problem rather than the person who is listening. There needs to be more acceptance of non-native speakers of English and their efforts to communicate.

–Asians and other minorities are forced to compete against one another in a divisive manner in career advancement situations. A similar may/can develop in the admissions process.

–need for more Asian faculty in the Humanities and Social Science fields.

–need for on-campus support services for Asian students, staff and faculty.

Appendix IV

Transcript of the Public Forum and Written Statements

TRANSCRIPT OF THE PUBLIC FORUM

CHANCELLOR'S ADVISORY COMMITTEE
ON ASIAN AMERICAN AFFAIRS

MAY 1, 1988

---000---

PANEL

KEN KAWAICHI
ROBERTA PARK
WALTER HOY

SPEAKERS	PAGE	LINE
RON WAKABAYASHI	2	16
DALE SHIMASAKI	19	24
JOHN ODA	27	8
BILL NG	32	8
HIDEKO BANNIA	39	3
JONI HIRAMOTA	47	25
BRUCE QUAN	57	27
HENRY DER	64	2

---000---

GOOD MORNING, AND WE'LL INTRODUCE OURSELVES AND THEN WE WILL ASK THOSE OF YOU THAT ARE HERE TO MAKE PRESENTATIONS TO DO SO, AND PROCEED.

MY NAME IS KEN KAWAICHI, I AM ONE OF THE CO-CHAIRS AND ONE OF THE MEMBERS OF THE SUBCOMMITTEE ON COMMUNITY RELATIONS. JUST BY A WAY OF BRIEF INTRODUCTION, THIS HEARING IS BEING TAPED AND WILL BE COMMUNICATED TO THE CHANCELLOR AS PART OF OUR REPORT TO THE COMMITTEE WHICH WAS APPOINTED BY THE CHANCELLOR TO ADVISE HIM AS TO ASIAN AMERICAN AFFAIRS ON THE CAMPUS HERE AT THE UNIVERSITY OF CALIFORNIA, BERKELEY.

THE FORMAT WE SELECTED WAS THAT WE HAD HOPED THAT WE WOULD HAVE COMMUNITY MEMBERS WHO WOULD COME AND MAKE PRESENTATIONS ON VARIOUS QUESTIONS AND ISSUES HAVING TO DO WITH THE RELATIONSHIP BETWEEN THE CAMPUS AND THE COMMUNITY. SPECIFICALLY, THE CHARGE WAS FOR US TO IDENTIFY AND PRIORITIZE THE SPECIFIC ISSUES WHICH MAY LEAD TO THE FULFILLMENT OF THE ORIGINAL CHARGE OF THE CHANCELLOR, WHICH WAS TO INVESTIGATE AND TO REPORT ON VARIOUS ASPECTS OF THE RELATIONSHIPS OF ASIAN AMERICAN COMMUNITIES TO THE CAMPUS. SO, WANT TO INTRODUCE YOURSELVES?

MY NAME IS ROBERTA PARK, AND I'M A MEMBER OF THE CHANCELLOR'S COMMITTEE ON ASIAN AMERICAN AFFAIRS AND ALSO OF THE PRESENT SUBCOMMITTEE AND THE SUBCOMMITTEE ON FACULTY AFFAIRS AS WELL. I'M A MEMBER OF THE FACULTY HERE AT BERKELEY.

MY NAME IS WALTER HOY, I'M PRINCIPAL AT CAMPALINDO HIGH SCHOOL IN MORAGA, AND I'M ALSO A MEMBER OF THE ASIAN AMERICAN AFFAIRS COMMITTEE APPOINTED BY THE CHANCELLOR SOME SIX MONTHS AGO. I'M ALSO CO-CHAIR OF THE SUBCOMMITTEE.

WE'RE HERE THIS MORNING TO GET INPUT FROM THE COMMUNITY IN TERMS OF HOW THE COMMUNITY PERCEIVES THE UNIVERSITY, AND HERE TO GET INFORMATION FROM THE UNIVERSITY SO WE CAN INCLUDE THOSE ALONG WITH OUR RECOMMENDATIONS TO THE CHANCELLOR.

I'M BILL NG, I'M THE EXECUTIVE DIRECTOR OF UNITAS, CAMPUS MINISTRY CENTER, LOCATED AT COLLEGE AND BANCROFT. I'VE BEEN INVITED TO SHARE WITH THE COMMITTEES SOME RESOURCES THAT ARE AVAILABLE AT UNITAS AND SOME PERSPECTIVES FROM OUR WORK THERE.

ALL RIGHT, IF WE CAN BEGIN, I SEE THAT MR. WAKABAYASHI IS HERE. RON, IF YOU WOULD WAIT - - CAN EITHER GO TO EITHER MICROPHONE, WHICHEVER IS MORE COMFORTABLE, BUT IT HAS TO BE LOUD ENOUGH AND CLEAR ENOUGH SO THAT IT GETS ON THE TAPE, IS THE ONLY ISSUE. SO IF YOU'D IDENTIFY YOURSELF PLEASE, RON.

MY NAME IS RON WAKABAYASHI, MY TITLE IS NATIONAL DIRECTOR OF JAPANESE AMERICAN CITIZENS LEAGUE. WE'RE A 114 CHAPTER MEMBER ORGANIZATION THAT'S HEADQUARTERED IN SAN FRANCISCO. WE HAVE CHAPTERS THOUGHOUT THE UNITED STATES, BUT OUR CHAPTERS IN CALIFORNIA NUMBERS FROM 70, IN OUR NORTHERN CAL DISTRICT WE HAVE SOME 32 CHAPTERS. IT'S AN ORGANIZATION THAT'S SIXTY YEARS OLD. WITH OFFICES ACROSS THE COUNTRY, OUR PRIMARY IDENTITY IS A CIVIL RIGHTS ORGANIZATION. I'M ALSO A MEMBER OF THE ASIAN AMERICAN TASK FORCE ON UNIVERSITY ADMISSIONS, THAT LOOKED AT THE U.C. BERKELEY ADMISSIONS ISSUE.

MAYBE I OUGHT TO BEGIN TO TALK A LITTLE BIT ABOUT THE WAY THE JAPANESE AMERICAN COMMUNITY IS SOMEWHAT OF AN EXCEPTION IN THE PROFILE OF ASIAN AMERICANS. THROUGH THE

EARLY 1900'S TO 1970 THE JAPANESE AMERICAN COMMUNITY WAS THE LARGEST OF A VERY SMALL ASIAN AMERICAN COMMUNITY IN THE UNITED STATES, BUT WE WERE THE LARGEST COMMUNITY. WITH THE LIBERALIZATION OF THE IMMIGRATION LAW IN 1965, THE FACE OF THE ASIAN AMERICAN COMMUNITY HAS GONE THROUGH A FAIRLY DRAMATIC CHANGE WHERE THE JAPANESE AMERICAN AND THE EARLIER ASIAN AMERICAN COMMUNITIES ARE NOW IN THEIR THIRD AND FOURTH GENERATIONS IN THE UNITED STATES. THE PROFILE HAS NOW SHIFTED FROM AMERICAN BORN TO A NEWCOMER POPULATION AND IN THAT SENSE THAT THE JAPANESE AMERICAN COMMUNITY WHICH IS WELL OVER 80 PART PERCENT AMERICAN BORN AND RAISED, IS REALLY A DIFFERENT KIND OF POPULATION THAN MOST OF THE OTHER ASIAN COMMUNITIES. I THINK THE CHINESE AMERICAN COMMUNITY REPRESENTS A POPULATION THAT'S ABOUT 50 PERCENT AMERICAN BORN AND 50 PERCENT FOREIGN BORN. ALL THE OTHER ASIAN COMMUNITIES AND PACIFIC ISLAND COMMUNITIES HAVE PERCENTAGES IN THE HIGH 90'S THAT ARE NEWCOMBERS TO THE UNITED STATES, AND I THINK THAT'S A SUBSTANTIVE KIND OF DIFFERENCE IN PROFILE THAT IMPACTS PROBABLY THE WAY JAPANESE AMERICANS MAY TEND TO LOOK AT THIS ISSUE. AS AN AMERICAN BORN POPULATION, I THINK ONE OF THE THINGS THAT DEVELOPES IS IN THE AMERICAN MINORITY POPULATION IS, A MINORITY EXPERIENCE AS OPPOSED TO A MAJORITY EXPERIENCE. AND WHAT I MEAN BY THAT IS, THAT JAPANESE AMERICANS USE LANGUAGE SUCH AS "I'M NOT JAPANESE." OR IN TALKING FAMILY CIRCLES, "MY DAUGHTER MARRIED AN AMERICAN." AND IN JAPANESE AMERICAN CIRCLES WE KNOW EXACTLY WHAT IS BEING SAID, ALTHOUGH, WE MAY HAVE DISCUSSIONS ABOUT THE PROPRIETY OF WHAT, YOU KNOW, THE LANGUAGE AND HOW THAT'S FADED AND THE UNDERPINNING KIND OF

ASSUMPTIONS OF INFERIORITY OR SECOND CLASS STATUS, THAT MAY BE IMPLICIT IN THAT SORT OF LANGUAGE. BUT THERE IS THAT SORT OF MINORITY VERSUS MAJORITY EXPERIENCES. SOMEONE IN JAPAN DOES NOT WALK AROUND THINKING I'M JAPANESE. THAT'S AN ASSUMPTION THAT YOU WALK AROUND WITH AN DON'T CARRY ON YOUR SHOULDER. WHEREAS FOR US, WE HAVE TO MAINTAIN A CERTAIN DEGREE OF CONSCIOUSNESS OF HOW OUR PARTICULAR PERCEPTION AT ANY GIVEN TIME HAS AN IMPACT ON HOW WE'RE GOING TO BE TREATED, HOW WE MAY BE AT RISK OR HOW WE MAY BE AT ADVANTAGE. AND, I'M TALKING, OF COURSE, STEREO TYPES AND HOW PERCEPTIONS FUNCTION. AND JAPANESE AMERICANS CERTAINLY HAVE BEEN AT THE CENTER OF A LOT THE IMPACT OF STEREO TYPES. THE WARTIME INTERNMENT OF AMERICANS OF JAPANESE ANCESTRY, AND I THINK THAT'S HAD QUITE A GOOD HIGHLIGHT IN THE LAST FEW YEARS AND ESPECIALLY IN THE LAST WEEK WITH THE PASSAGE OF THE REDRESS BILL IN THE SENATE LAST WEEK, AND MOVING TOWARD CONFERENCE COMMITTEE AND HOPEFULLY A SIGNATURE BY THE PRESIDENT. BUT THAT SORT OF EPISODE, I THINK PLACES A GREAT PSYCHOLOGICAL SCAR AND IS A FRAMEWORK FROM WHICH THE JAPANESE AMERICAN COMMUNITY TENDS TO START VIEWING OTHER THINGS THAT TAKE PLACE.

IN THE CASE OF UNIVERSITY ADMISSIONS, ONE OF THE THINGS THAT RESIDES IN THAT ISSUE THAT AFFECTS US ALMOST IMMEDIATELY IS WATCHING THE MEDIA, WATCHING THE LOS ANGELES TIMES, OR OTHER NEWSPAPERS, OR WATCHING THE CHARACTERIZATION THAT WAS REPORTED, AT LEAST, IN THE SAN DIEGO UNION OF CHANCELLOR, I MEAN OF PRESIDENT GARDNISHMARKS (PHONETIC) THAT THERE WAS AN OVERREPRESENTATION OF ASIANS. OR THE L.A. TIMES LETTERS OF THE EDITOR, WHICH PARENTS ARE TALKING, ESSENTIALLY WHY PARENTS ARE TALKING ABOUT THEIR CHILDREN NOT BEING ABLE TO ENTER THE UNIVERSITY OF CALIFORNIA BECAUSE OF THE "OVER REPRESENTATION OF ASIANS." WHAT HAPPENS IS A BACKLASH, AND THE BACKLASH HAS A SOCIAL IMPACT ON THE JAPANESE AMERICAN OR ASIAN AMERICAN COMMUNITY AND THAT'S AN ISSUE I THINK THAT WE ARE EXTREMELY SENSITIVE TO IN THE COMMUNITY. IF IN FACT THERE IS AN OVER REPRESENTATION, WHICH I THINK IMPLICIT IN THAT LANGUAGE IS SOME UNFAIRNESS IN OUR DIRECTION, THAT WE HAVE A SITUATION TO FACE THERE. ON THE OTHER HAND, FROM THE TASK FORCE PROSPECTIVE IN LOOKING AT THE PROCESS HERE AT U.C. BERKELEY AND LOOKING MORE RECENTLY AT THE REPORT FROM THE U.C. SYSTEM RESPONDING TO A.C.R. 70, THERE REALLY ARE CONCERNS THAT THE PLAYING FIELD FOR ASIAN AMERICAN STUDENTS MAKING APPLICATION TO THE UNIVERSITIES IS NOT LEVEL. THAT THERE ARE IN FACT MANY ASSUMPTIONS BEING MADE IN THE SCORING AND THE SELECTION CRITERIA THAT EXISTS ON MANY OF THE CAMPUSES THAT WORK IN A WAY ADVERSE TO ASIAN AMERICAN STUDENT'S ADMISSIONS, BOTH NEWCOMERS AND AMERICAN BORN. BUT, THE PROFILES THEY STARTED IS, I THINK, AN IMPACT GENERALLY ON THE NEWER ASIAN COMMUNITIES. THE ADJUSTMENT FOR EXAMPLE, IN THE TIME PERIOD THAT WE HAD A SPECIAL CONCERN IN THAT 1984 PERIOD WHERE THE SUPPLEMENTAL CRITERIA WAS INTRODUCED. WHAT WAS INTERESTING FOR US WAS THAT WE THOUGHT IF THERE WAS GOING TO BE AN IMPACT THAT IT WOULDN'T BE AN EVEN KIND OF IMPACT FOR JAPANESE AMERICAN COMMUNITY, BECAUSE WE WERE AN AMERICAN BORN COMMUNITY. THAT THE ADJUSTMENT THERE WOULD NOT HAVE A DIRECT EFFECT, BUT IT DID, AND I'M NOT SURE OF ALL THE REASONS WHY. THAT THEY MAY BE DEMOGRAPHIC EXPLANATIONS, IT'S JUST A DROP-OFF

IN BIRTH RATE, THAT CREATED 20 YEARS EARLIER, OR 18 YEARS EARLIER. THAT'S NOT INFORMATION THAT I'M VERY CLEAR ON. IN ANY EVENT, THE DROP-OFF HAPPENED UNIVERSALY WITH ALL THE ASIAN AMERICAN GROUPS. SO THERE'S BOTH SIDES OF THE CONCERN, ONE THAT WE WANTED TO HAVE A LEVEL PLAYING FIELD EXIST, AND SECONDLY, THAT THE PERCEPTION OF OVER REPRESENTATION IS ONE THAT CAUSES A GREAT DEAL OF CONCERN. IF I TRY AND SUMMARIZE THAT IN ANOTHER KIND OF WAY,IT'S THAT WE ARE VERY PRONE BECAUSE OF PHYSICAL APPEARANCE TO PERCEPTION PROBLEMS AND HOW PUBLIC PERCEPTION EXISTS. AND BECAUSE OF THAT, THE KINDS OF PERCEPTIONS THAT EMANATE FROM MANY OF OUR INSTITUTIONAL SECTORS, INCLUDING EDUCATION, ARE ONES THAT WE WOULD REACT TO VERY STRENUOUSLY. BECAUSE THERE IS A LARGE NEW IMMIGRANT PROFILE, ONE OF THE THINGS, AT LEAST FROM MY PROSPECTIVE, THAT I THINK IS VERY IMPORTANT, IS THE NOTION OF HAVING DIVERSITY ON THE CAMPUSES. I THINK THAT THE TASK FORCE AND THE JAPANESE AMERICAN COMMUNITY IS EXTREMELY SUPPORTIVE OF A CONCEPT OF DIVERSITY IN THE SENSE THAT BECAUSE WE HAVE A LARGE POPULATION COMING FROM A MAJORITY CULTURE EXPRIENCE OUTSIDE THE UNITED STATES, ONE THAT DOES NOT HAVE A PARTICULARLY MULTICULTURAL EXPERIENCE. THAT THAT EXPERIENCE IN THE UNIVERSITY SAID, AND IS CERTAINLY ONE THAT WE OUGHT TO--THAT WE WOULD BE SUPPORTING AND IN THAT SENSE WOULD BE EXTREMELY SUPPORTIVE OF AFFIRMATIVE ACTION AND THAT PROCESS REMAINING IN PLACE SO THAT THE EXPERIENCE FOR NEWCOMER ASIANS COMING TO OUR UNIVERSITY IS ONE THAT HAS A WIDE RANGE OF EXPERIENCES FOR THEM, BECAUSE WE THINK THAT'S IMPORTANT FOR THEM SOCIALLY AS ASIAN COMMUNITY TRANSITIONS TRANSITIONS OUT INTO THE MAINSTREAM PARTICIPATES, BECAUSE THE

WORLD OUT THERE IS EXTREMELY DIVERSE AND EXTREMELY MULTI-CULTURAL, ESPECIALLY IN CALIFORNIA AS WE ALL KNOW. SO, I THINK IT'S IN OUR INTEREST TO SEE DIVERSITY, BUT IT'S EQUALLY IN OUR INTEREST TO HAVE THE ADMISSIONS PROCESS VIEWED AS A FAIR PROCESS PROCESS, BECAUSE IF IT'S NOT WE SUFFER A BACKLASH TO IT. IN EITHER DIRECTION, IF IT'S NOT A LEVEL FIELD,IN TERMS OF THAT, THE PROCESS APPEARS TO DISCRIMINATE AGAINST ASIANS, CERTAINLY THERE'S GOING TO BE A CONCERN OUT OF INTEREST THAT WILL BE EXPRESSED. ON THE OTHER HAND, IF THERE IS A PERCEPTION OF OVER REPRESENTATION THERE'S GOING TO BE A CONCERN OF SOCIAL BACKLASH TO THAT.

IF I MOVE INTO A LITTLE BIT ABOUT BACKGROUND OF THINGS TAKING PLACE IN THE COMMUNITY THAT I THINK, ADD TO THE KIND OF CONCERNS THAT THE UNIVERSITY ADMISSIONS ISSUES HAS FOR US. I THINK THAT PREDOMINANT ISSUES THAT EXISTS,ONE OF THE PAPERS IS DOING A POLL SURVEY ON"WHAT ARE THE MAJOR ISSUES IN THE ASIAN AMERICAN COMMUNITY?" ADMISSIONS COMES OUT NUMBER TWO, ON THAT LIST SO FAR, IT'S AN ONGOING SURVEY. THE OTHER ISSUES THAT SIT THERE ARE ANTI-ASIAN VIOLENCE, THE RISE IN THE PHENOMENA OF VIOLENCE AGAINST ASIAN AMERICANS IN THIS COUNTRY, THE VINCENT CHIN CASE BEING THE MOST PROMINENT EXAMPLE. THERE'S A CONCERN ABOUT THINGS LIKE THE ENGLISH HOMING MOVEMENT THAT ARE ROUTED IN NATIVISM AND ZENAPHOBIA THAT ARE DIRECTED AGAINST NEW IMMIGRANT POPULATIONS. IF I GO BACK TO THAT FIRST ANTI-ASIAN VIOLENCE, MUCH OF THAT VIOLENCE IS TIED TO WHAT THE IMMIGRANT PROFILE IS LIKE. IMMIGRANT PROFILE, LIKE OTHER IMMIGRANT GROUPS COMES WITH AN EXTRAORDINARY WORK ETHIC, WORK ETHIC THAT BY THE THIRD AND FOURTH GENERATION, PEOPLE LIKE

MYSELF THAT I DON'T KNOW THAT I'M WILLING TO DO WHAT MY FAMILY IS WILLING TO DO, TO WORK A "MAMA-PAPA STORE", SEVEN DAYS A WEEK, TEN, TWELVE HOURS A DAY. WE MAY DO THAT IN OTHER WAYS, BUT I DON'T KNOW THAT MY GENERATION IS WILLING TO DO THAT, NOR ANY OTHER AMERICAN GENERATION. AND ONCE WE'VE BEEN HERE THAT LONG, I'M NOT WILLING TO DO THAT. THAT TAKES PLACE AT STREET LEVEL, SO YOU SEE THE FACE OF THE STORE FRONTS CHANGE. IT'S A DIFFERENT KIND OF CHANGE, IF PEOPLE COME IN AS PROFESSIONALS WHEN THEY'RE ON THE 23RD FLOOR, SIGNS IN FRONT OF THE STORES CHANGE. THE LANGUAGES THAT ARE USED IN THE STORES, THE PRODUCTS THAT ARE BEING CARRIED. THERE'S A CERTAIN AMOUNT OF BACKLASH TO THAT, BECAUSE THERE'S SOME INCONVENIENCE WITH IT. THERE'S SOME INCONVENIENCE IN TERMS OF LANGUAGE, THERE SOME INCONVENIENCE IN TERMS OF ABSENCE OF FAMILIARITY WITH PEOPLE HAVING CONTACT WITH IT. IT STIRS A LOT OF ZENAPHOBIA, THESE PEOPLE ARE TAKING OVER AND THAT'S PART OF THE BACKLASH, AND THAT'S A BACKLASH THAT'S INCLUSIVE ALSO IN THE KIND OF ECONOMIC NEIGHBORHOODS WHERE THOSE STORES GOING. THERE'S BEEN A GREAT DEAL OF TENSION BETWEEN BLACK AND HISPANIC COMMUNITIES IN VARIOUS PARTS OF THE COUNTRY. THE LOS ANGELES SENTINEL RAN A FAIRLY LONG SERIES OF, I THINK, VERY DISTRUCTIVE ARTICLES THAT INFLAMED THAT RELATIONSHIP. AND THERE ARE MANY COMPLEX FACTORS, I THINK, THAT FEED INTO THAT. I RAISE THAT TO EXPLAIN THAT THERE ARE TENSIONS THAT EXIST, SOCIAL TENSIONS OUT OF PERCEPTIONS THAT EXIST IN OUR COMMUNITIES, BETWEEN VARIOUS POPULATION SEGMENTS, AND THOSE EXTEND INTO THE UNIVERSITIES AS WELL. BECAUSE THE PERCEPTION ON THE UNIVERSITY, FOR EXAMPLE, THAT THERE'S DISCRIMINATION AGAINST ASIANS IN ADMISSIONS AND THE RESPONSE

FROM ASIANS AND THE ADMINISTRATIVE RESPONSE THAT TENDS TO RAISE THE ISSUE THAT THIS IS GOING TO IMPACT AFFIRMATIVE ACTION. WHERE VERY CLEARLY I THINK,OUR INTERESTS ARE,BECAUSE OF THE INTERESTS IN MAINTAINING DIVERSITIES, SUPPORTIVE OF AFFIRMATIVE ACTION, BECOME EXTREMELY DESTRUCTIVE IN THE COMMUNITY AND IT BECOMES A KIND OF DIVIDING CONQUER AND IT BECOMES A KIND OF SITUATION WHERE A GREAT DEAL OF RISK AND A GREAT DEAL OF PHYSICAL HARM CAN TAKE PLACE. I THINK THAT'S SOMETHING THAT THE UNIVERSITY OUGHT TO BE EXTREMELY SENSITIVE TO, EXTREMELY CAUTIOUS IN MANAGING AND UNFORTUNATELY THERE ARE MEMBERS ON THIS CAMPUS THAT AND OTHER CAMPUSES THAT USE THAT SORT OF LANGUAGE IN FAIRLY FREE WILLING WAY AND THE SOCIAL CONSEQUENCES OF THAT IN THE STREETS OF THE COMMUNITIES, I THINK, ARE THINGS THAT THEY CANNOT POSSIBLY BE IN TOUCH WITH OTHERWISE THEY WOULD NOT MOUTH THOSE KINDS OF THINGS WITHOUT A GREAT DEAL MORE SENSITIVITY AND CONCERN.

RON, WITHOUT INTERRUPTING YOUR TRAIN OF THOUGHT, BECAUSE YOUR ON THAT SUBJECT, DO YOU HAVE ONE OR TWO RECOMMENDATIONS, THAT YOU THINK WOULD HELP THE RELATIONSHIPS THAT YOU'VE DESCRIBED BETWEEN THE UNIVERSITY OF CALIFORNIA AT BERKELEY AND THE ASIAN AMERICAN COMMUNITY, PARTICULARLY THE JAPANESE AMERICAN COMMUNITY?

THERE IS A CAL ALUMNI ASSOCIATION THAT'S BASICALLY THE JAPANESE AMERICAN ALUMNI ASSOCIATION THAT'S BEEN LARGELY INVOLVED WITH SCHOLARSHIPS AND HELPING FUND THE -- SOME OF THE PROGRAMS IN THE UNIVERSITY IN VARIOUS KINDS OF WAYS. THERE'S REALLY ONLY BEEN THAT SORT OF GROUP. I THINK THAT GROUPS LIKE THAT CAN HAVE BETTER COMMUNICATION WITH THE CAMPUS ON THE

ISSUES THAT EXIST ON THE CAMPUS THAT IMPACT THE ASIAN AMERICANS FROM BEING INVOLVED IN THE PROCESS. THE INVOLVEMENT THAT THEY HAD, KEN, TO DATE, THAT I'M AWARE OF, IS REALLY THE RESPONSE FROM BUD TRAVERS (PHONETIC SPELLING) TO THE TASK FORCE'S INITIAL REPORT. THAT'S A REPORT, AT LEAST IN MY VIEW, THAT CAPTURED, I THINK, A VERY CONVENIENT PICTURE OF STATISTICAL PROFILE THAT DID NOT REALLY ADDRESS THE QUESTIONS THAT THE TASK FORCE WERE RAISING, BUT YOU KNOW, PASSED ON A POSITIVE PERCEPTION OF THE UNIVERSITY. I GUESS THAT MAY BE BUD TRAVIS' JOB IN ONE SENSE TO PROVIDE INFORMATION TO HAVE THE UNIVERSITY TO APPEAR POSITIVE, ON THE OTHER HAND THE RESPONSE ON MY SIDE TO THAT WAS THAT THAT WAS NOT A BALANCE RESPONSE, THAT WAS NOT AN INVITATION TO RESPOND TO THE KIND OF INQUIRIES AND CONCERNS THAT WERE BEING MADE, IN FACT IT WAS A FURTHER (UNINTELLIGIBLE) KIND OF REPORT, I THINK A MORE DIRECT OPEN DIALOGUE THAT CHANCELLOR HAYMOND (PHONETIC SPELLING) BEFORE THE HAYDON (PHONETIC SPELLING) COMMITTEE IS REALLY THE KIND OF BASIC RESPONSE, I THINK THE HELPFULNESS WITH THE JAPANESE AMERICAN COMMUNITY IN PARTICULAR AND OTHER ASIAN COMMUNITIES,ESPECIALLY IN THE AMERICAN BORN SEGMENTS OF IT, BECAUSE, I THINK THERE'S A GREATER OPPORTUNITY TO HAVE INSIGHT INTO SOME OF THE DYNAMICS IN TERMS OF SELF INTEREST. I MEAN, CERTAINLY THAT'S PART OF EQUATION THAT EXISTS AS HUMAN BEING AND ETHNIC COMMUNITIES AND WHATEVER OTHER KIND OF WAYS WE DRAW BOUNDARIES AROUND OURSELVES. PEOPLE ARE GOING TO HAVE SELF INTERESTS IN ADMISSIONS OR OTHER KIND -- BECAUSE THIS IS A WONDERFUL RESOURCE. EDUCATION IS VIEWED IN THE ASIAN COMMUNITY AND I THINK IN A LOT OF OTHER SECTORS AS A KEY TO SOCIAL MOBILITY AND SO AS A RESOURCE IT'S

A CRITICAL ONE, AND SO WERE COMPETING FOR IT. WHEN YOU'RE COMPETING FOR IT THAT INCREASE IN COMPETITION HAS SOME -- PEOPLE DON'T ALWAYS PLAY FAIR WHEN YOU HAVE INTEREST INVOLVED. I THINK THE INTEREST OF THIS WHOLE THING RESTS ON THAT CONCEPT, IF WE CAN FIND FAIRNESS. BECAUSE THE AMERICAN BORN SEGMENTS IN PARTICULAR HAVE A GREAT DEAL MORE MUTLITCULTURAL, MULTIETHNIC CONTACT AND EXPERIENCE, I THINK YOU HAVE A GREATER POTENTIAL FOR SENSITIVITY TO COMMUNICATE THOSE KIND OF ISSUES THAT WE'RE LOOKING FOR.A LEVEL FIELD, NOT JUST FOR ASIAN AMERICANS BUT IN THAT WHOLE SYSTEM. BECAUSE IF ANY WORK,IF IT'S OUT OF BALANCE, FOR EXAMPLE, IN THE EXAMPLES I USED, IF ASIANS LOOK LIKE WE'RE BEING ADVANTAGED AND HISPANICS AND BLACKS ARE BEING DISADVANTAGED, THERE'S A SOCIAL CONSEQUENCE. THAT'S NOT A CONSEQUENCE I WANT TO SEE TAKE PLACE BECAUSE PEOPLE DIE BECAUSE OF IT. ON THE OTHER HAND, IF ASIANS ARE BEING DISADVANTAGED AND ARE NOT GIVEN FAIR ACCESS, THAT'S NOT A SITUATION I WANT EITHER. I THINK IT'S -- THIS IS THE SIMPLEST MISTAKE (UNINTELLIGIBLE) WANT TO HAVE A FAIR ADMISSIONS PROCESS. THAT'S EXTREMELY COMPLEX AND I THINK READING THROUGH THE VOLUMES OF STUFF THAT'S BEEN TURNED OUT IN THIS PROCESS, THAT'S EXTREMELY DIFFICULT. BUT I THINK IT'S CRITICALLY IMPORTANT TO HAVE JAPANESE AMERICANS, ALL THE ETHNIC COMMUNITIES, DEEPLY INVOLVED IN THIS PROCESS IN ORDER TO GET A SENSE THAT WHATEVER WE COME OUT WITH, WHETHER IT RESULTS FROM THE PROCESS BECAUSE IT'S NOT GOING TO BE A PERFECT RESPONSE, IT'S GOING TO BE ONE THAT'S IN THE STAGE OF EVOLUTION THAT PEOPLE HAVE A BASIC ACCEPTANCE AND UNDERSTANDING, THAT THAT'S PART OF AN EVOLUTIONARY PROCESS THAT WHERE WE ARE IN THAT POINT IN TIME

REPRESENTS PROGRESS AND REPRESENTS SOMETHING THAT PEOPLE FEEL SOME OWNERSHIP. I THINK THAT'S IMPORTANT AND THE JAPANESE AMERICAN COMMUNITY IS PART OF THAT AMERICAN BORN MINORITY EXPERIENCE POPULATION THAT I THINK CAN BE USEFUL.

RON, COULD I ADD THIS QUESTION TO YOU? I THINK I'M GOING TO ESSENTIALLY ADDRESS THE SAME QUESTION TO EACH OF THE PRESENTERS. THE MISSION OF THE UNIVERSITY AS I THINK WE AND (UNINTELLIGIBLE) EDUCATION KNOW IT TODAY, IS TO PROVIDE FOR ADVANCE EDUCATION FOR OUR BEST AND OUR BRIGHTEST AND THAT'S WHY WE ADMIT,AT LEAST ON RECORD, THE TOP TWELVE PERCENT OF ALL THE HIGH SCHOOL GRADUATES IN CALIFORNIA. WHAT IS YOUR PERCEPTION OF THE MISSION OF THE UNIVERSITY FROM YOUR PROSPECTIVE?

I THINK FIRST OF ALL, I VIEW THE UNIVERSITY AS A PUBLIC RESOURCE AND IT'S A PUBLIC RESOURCE IN TERMS OF ACCESS THAT SHOULD BE AVAILABLE TO ALL SEGMENTS OF THE POPULATION OF THIS STATE. NOW, THAT'S AGAIN OVERLY SIMPLISTIC, I MEAN WE UNDERSTAND -- I DON'T IF YOU'RE HIGH SCHOOL PRINCIPALS OR -- VERY CLEARLY THERE ARE THINGS HAPPENING IN K THROUGH 12 THAT HAVE AN IMPACT ON WHAT THE U.C. SYSTEM AND HIGHER EDUCATION CAN OR CANNOT DO, AND BECAUSE OF THAT,IF K THROUGH 12 WERE WONDERFUL AND EVERYONE GOT THROUGH IT AND PEOPLE WERE ALL PREPARED,THEN WE HAVE AN EASIER QUESTION. THAT'S UNFORTUNATELY NOT WHAT EXISTS. IT DOES NOT -- K THROUGH 12 AND THE OUTCOME OF THAT DOES NOT REPRESENT THE DIVERSITY OF CALIFORNIA. IT'S STARTS CREATING, I THINK, AN UNDERCLASS THAT CREATES OTHER KINDS OF SOCIAL PROBLEMS, AND THAT KIND OF PUBLIC RESOURCE THAT THE UNIVERSITY REPRESENTS IS ACCOUNTABLE

TO THE ISSUE OF CREATING ENVIRONMENT FOR OUR BEST. K THROUGH 12 PRESENTS ONE PIECE OF THAT PUZZLE, THAT'S HOW IT FEEDS IN. IN ORDER TO COMPENSATE FOR THAT, I'M COMPLETELY SUPPORTIVE OF HAVING PROGRAMS THAT ADJUST. I THINK MAYBE IN ANOTHER KIND OF APPROACH WHEN WE TALK ABOUT THE TOP TWELVE AND A HALF PERCENT OF THE STUDENTS, THE METHOD OF IDENTIFYING THAT COULD BE DONE ON THE BASIS OF EACH HIGH SCHOOL, THE TOP 1/8 OF EACH HIGH SCHOOL, COULD BE DEFINED AS U.C. ELIGIBLE. IF THAT WAS THE DEFINITION OF ELIGIBILITY, I THINK YOU'D HAVE A DIFFERENT KIND OF SITUATION RATHER THAN USING S.A.T.'S AND G.P.A. SCORES. I MEAN THERE ARE OTHER WAYS OF LOOKING AT WHAT IS A TOP 1/12 OF THE TOP 12%, BUT AS A RESOURCE, I THINK IT'S ONE THAT SHOULD BE FAIR AND THE OTHER PART OF THAT THAT SITS IN THAT QUESTIONS IS THINGS IN THE UNIVERSITY WHEN WE LOOK AT RETENTION RATES AMONG DIFFERENT POPULATIONS. THE C PEC (PHONETIC) CURINGS THAT HAVE BEEN TAKING PLACE HAVE BEEN LOOKING AT THAT QUESTION OF HOSPITABLE ABILITY IN A CAMPUS ENVIRONMENT, AND THAT'S AS MUCH A PART OF THE ISSUE OF RETENTION AS ACADEMIC PREPAREDNESS. BECAUSE THAT ENVIRONMENT IS ONE THAT HELPS YOU STAY AND HELPS YOU CONTINUE ON, IN PARTICULAR, WE'RE TALKING ABOUT ASIAN LOW INCOME IMMIGRANTS. THERE ARE ENORMOUS ECONOMIC PULLS ON THOSE FAMILIES AND THAT'S WHY THE REDIRECTION OF E.O.P. STUDENTS,WE THOUGHT WAS PARTICULARLY PAINFUL BECAUSE THOSE STUDENTS AND FOR A LARGE PART, ARE PART OF THAT FAMILY ECONOMIC UNIT, AT THE LOWEST INCOME LEVELS IN THE ASIAN COMMUNITY, AND TO REDIRECT THOSE STUDENTS TO A MORE DISTANT CAMPUS, IN OUR VIEW, IS THAT IT HAS A GREATER DEFECT. I THINK THOSE STUDENTS WERE ELIGIBLE FOR U.C., THEY WERE FINE

STUDENTS AND HIGHLY MOTIVATED, I MEAN THE DIVERSITY OF THEIR LIVES, I THINK GIVES THEM GREATER MOTIVATION THEN PEOPLE LIKE ME WHO'VE BEEN PAMPERED AND SPOILED TO A LARGE EXTENT. THAT'S PART OF WHAT'S THERE, THOSE STUDENTS WORK VERY HARD. THEY WERE REDIRECTED.

SO ARE YOU SAYING THAT THE, I DON'T WANT TO PUT WORDS IN YOUR MOUTH, BUT ARE YOU SAYING THAT YOUR SUGGESTION OF RATHER THAN TAKING THE TOP 12% OF ALL THE HIGH SCHOOL STUDENTS, YOU'RE SAYING WHY NOT TAKE 12% OF THE BEST STUDENTS IN EACH OF THE HIGH SCHOOLS AND HAVE THEM BE REPRESENTATIVES AT THE UNIVERSITY?

I THINK THAT'S SOMETHING THAT'S WORTH EXPLORING. FOR EXAMPLE, IN SAN FRANCISCO, THE PULL TO LOWELL (PHONETIC) HIGH SCHOOL, THEN I THINK THE PRESSURE ON LOWELL (PHONETIC) HIGH SCHOOL WOULD CHANGE, I MEAN PEOPLE WOULD START LOOKING AT OTHER HIGH SCHOOLS AND WE DEAL WITH THAT OTHER SITUATION IN THE CITY AS WELL, BECAUSE THERE'S NO REASON WHY THAT OUGHT TO BE CONCENTRATING ON --

THE REASON I'M SMILING, I THINK THAT'S A VERY NOVEL CONCEPT THAT NONE OF US HAVE EVER THOUGHT ABOUT. OBVIOUSLY, THERE ARE SOME PROBLEMS CONNECTED WITH IT.

SURE.

BUT THAT'S CERTAINLY WORTH EXPLORING. THANK YOU.

I THINK YOU PROBABLY HAVE ADDRESSED WHAT MY QUESTION HAS BEEN BUT, I'LL POSE IT ANYWAY AND, CERTAINLY ADMISSIONS WAS THE CATALYST THAT BROUGHT THIS TOGETHER AND I'VE HEARD YOU EXPRESS IF I'M CORRECT, PLEASE, THAT OTHER CONCERNS HAVE BEEN PERCEPTIONS AND THE CONSEQUENCES OF PERCEPTIONS WHICH MIGHT

LEAD TO VARIOUS KINDS OF VIOLENT ACTS, RETENTION OF STUDENTS ONCE THEY GET HERE,AND THIS LAST, WHICH IS VERY INTERESTING TO ME, THE BURDENCE (PHONETIC) CAUSED BY REDIRECTION OF E.O.P. STUDENTS. ARE THERE OTHER MAJOR CONCERNS THAT YOU HAVE HEARD FROM VARIOUS FORCES OF THE ASIAN AMERICAN COMMUNITIES THAT SHOULD COME TO OUR ATTENTION OR DOES THAT PRETTY MUCH INCAPSULATE WHAT THE MAJOR CONCERNS ARE, WITH THE WHOLE UNIVERSITY EXPERIENCE?

I DON'T KNOW THAT I CAN REPRESENT ALL OF WHAT THE CONCERNS ARE SITTING OUT THERE, I THINK THOSE ARE THE MAJOR ONES THAT I'M AWARE OF. IF HENRY DER (PHONETIC) WAS SITTING HERE, HENRY TENDS TO HAVE A LONGER SHOPPING LIST THAN I DO IN MOST OF THESE PRESENTATIONS.

HENRY'S NOT SCHEDULED UNTIL 11:45.

WELL HAVE YOUR COFFEE BEFORE, NO. HENRY PAYS A GREAT DEAL MORE DETAIL -- ATTENTION TO THIS ISSUE, MY CONCERNS TEND TO BE A LITTLE MORE, IN TERMS OF WHAT'S GOING TO HAPPEN IN OUR SOCIAL ENVIRONMENT. I MEAN, VERY CLEARLY, IN SPITE OF WHAT THE NEW IMMIGRATION LAW ATTEMPTS TO DO, THE RATE OF IMMIGRATION FROM ASIAN COUNTRIES IS GOING TO BE SUBSTANTIAL, AND THAT SITUATION IS NOT GOING TO CHANGE. WE HAVE A FAIRLY PERMANENT SITUATION IN TERMS OF, AT LEAST WHAT OUR STUDENT DEMOGRAPHIC POPULATION AND THOSE TREND LINES, UNLESS THERE'S A MAJOR GLOBAL INCIDENT THAT WE CAN'T PREDICT. THERE'S NO TURNING BACK ON THAT AND IT SEEMS TO ME THAT THE WORLD HAS CHANGED AS WELL, THAT THERE'S GREATER EMPHASIS IN THE PACIFIC (UNINTELLIGIBLE). I KNOW I HAVE A FIVE AND A HALF YEAR OLD AND WITH JAPANESE I KNOW, I SPEAK TO HIM AT LEAST AN HOUR

EVERY NIGHT, TO GIVE HIM, AT LEAST, SOME FOUNDATION. MY WIFE IS OF CHINESE ANCESTRY AND WE ASK THAT SHE DO THE SAME THING AND IF HE PICKS UP THOSE SKILLS, I THINK, THAT PROBABLY UPS HIS WORTH JUST AUTOMATICALLY, IF HE'S TRILINGUAL IN THOSE LANGUAGES. BUT THAT'S A VIEW OF HOW THE WORLD'S CHANGING AND HOW CALIFORNIA'S CHANGING. THE OTHER THING THAT I WOULD WANT FOR MY SON, IS NOT NECESSARILY TO GO TO THE UNIVERSITY OF BERKELEY OR TO THE U.C. SYSTEM,ALTHOUGH THAT WOULD BE VERY NICE AND WOULD BE VERY PLEASED WITH THAT, BUT I'D LIKE TO HAVE HIM BECOME THE KIND OF PERSON THAT CAN WORK IN DIVERSITY THAT IS REPRESENTED IN THIS STATE AND THE KIND OF INTERNATIONAL ENVIRONMENT THAT'S GOING TO BE REPRESENTED IN THIS STATE. AND I THINK IT INVOLVES A GREAT DEAL OF SENSITIVITY. ONE OF THE AREAS THAT I'VE BEEN WORKING WITH IN SPITE OF BEING BASICALLY A DOMESTIC ORGANIZATION, IS TO BE INVOLVED WITH A NUMBER OF THE RELATIONS BETWEEN AMERICAN CORPORATIONS, AMERICAN WORKERS, AMERICAN COMMUNITY ORGANIZATIONS AND JAPANESE COMPANIES AND THE DIFFERENT KINDS OF CONCERNS THAT EXIST. AND ON BOTH SIDES OF THAT EQUATION THERE'S A GREAT DEAL OF IGNORANCE AND THINGS THAT TAKE PLACE THAT CREATE TENSIONS THAT ARE REALLY UNNECESSARY IF PEOPLE JUST UNDERSTOOD THINGS JUST A LITTLE BIT BETTER. IT REALLY ISN'T -- IT'S BEEN MYSTIFIED A GREAT DEAL IN MY VIEW, AND THAT MYSTIFICATION ALLOWS SOME PEOPLE TO SELL BOOKS AND RUN SPECIAL COURSES AND TRAIN PEOPLE AND SO ON. IT REALLY ISN'T THAT COMPLEX IF WE SPENT A LITTLE BIT OF TIME TO IT, AND I THINK PART OF THAT IS REFLECTED IN A REAL OPPORTUNITY WE HAVE WITH ASIANS SINCE IT'S REAL RESOURCE THERE, IN TERMS OF LANGUAGE, CULTURE AND OTHER KINDS OF THINGS THAT ARE ENRICHING.

I GUESS I'D LIKE TO LEAVE WITH PEOPLE THINKING ABOUT THE ASIAN STUDENTS, ESPECIALLY THE IMMIGRANT ASIAN STUDENTS, AS A TREMENDOUS RESOURCE FOR OUR UNIVERSITY SETTING. AND I THINK WE NEED TO BE ALSO VERY CONSCIOUS THAT PERCEPTIONS IMPACT ASIAN STUDENTS AS WELL. THAT ONE OF THE THINGS THAT EXISTS IS A TENDENCY FOR ASIAN STUDENTS TO BE DRIVEN TOWARDS HARD SCIENCES AND TOWARD SOME OF THE PROFESSIONS THAT HAVE, AT LEAST A PERCEPTION OF A MORE LUCRATIVE ECONOMIC OUTCOME. IF YOU'RE PARTICIPATING IN THAT, AND THERE'S SOME WEAKNESS IN (UNINTELLIGIBLE) SCIENCES AND HUMANITIES, A GREAT DEAL OF THAT IS TIED TO THE WAY PEOPLE PERCEIVE US, RATHER THAN THE WAY WE REALLY ARE, BECAUSE THERE IS NO -- DALE AND I REALLY DON'T ADD VERY WELL. WE WERE NOT BORN WITH THAT GENETIC ABILITY, AND IT'S NOT GENETIC, ALTHOUGH WE HAVE THOSE KINDS OF PERCEPTIONS OURSELVES, HENRY DER'S (PHONETIC) STAFF AND MY STAFF ARE GOING TO HAVE A LITTLE BOWLING TOURNAMENT AND HENRY THINKS WE HAVE A GENETIC ADVANTAGE, AND WHEN THEY TALK ABOUT PING-PONG TOURNAMENT WE THINK THEY HAVE A GENETIC ADVANTAGE, SO THOSE PERCEPTIONS PERSIST AND ON ONE LEVEL THEY CAN JUST KIND OF BE FUN AND PART OF THE WAY WE INTERACT WITH EACH OTHER IN SOCIAL PLAY, BUT IT CAN ALSO HAVE, IF WE'RE NOT CAUTIOUS WITH THAT, THE KIND OF CONSEQUENCE THAT EXISTS IN OTHER FORMS OF TRACKING, INTO HARD SCIENCES VERSUS HUMANITIES, I THINK ASIANS ARE NOT WELL SERVED IF WE END UP ALL IN HARD SCIENCES AND LOOK AT THE WORLD ONLY THROUGH THAT GLASS, WITHOUT BEING ABLE TO ANALYZE SOME OF THE SOCIAL THINGS AS WELL.

RON, WHAT SOME REPORTS THAT HAVE BEEN GIVEN TO US INDICATE THAT SOME OF THE CORPORATIONS YOU'VE BEEN TALKING

ABOUT, COMPANIES, JAPANESE COMPANIES, CHINESE COMPANIES, SOUTHEAST ASIAN COMPANIES, ARE CONCERNED ABOUT SOME THE NEWS THAT HAS BEEN (UNINTELLIGIBLE), HAS J.C.L. EXPERIENCED ANY INQUIRIES ALONG THAT LINE, AND HOW DO YOU PERCEIVE THAT PROBLEM?

WELL, I THINK THERE IS -- THERE'S BEEN A LOT OF INQUIRY, IN FACT, AS RECENT AS FRIDAY NIGHT, FRIDAY NIGHT WAS THE EMPEROR'S BIRTHDAY, AND THERE'S AN ANNUAL RECEPTION AT THE COUNCILOR RESIDENCE, AND THE WEEK BEFORE THAT THERE WAS A SMALL DINNER AT THE COUNCILOR RESIDENCE, WITH THE COUNSELOR GENERAL, DURING BOTH OF THOSE OCCASIONS, COUNCIL-CORE STAFF AND JAPANESE BUSINESS EXECUTIVES PLACED HERE, AND IN OTHER KIND OF ENVIRONMENTS, I MEAN, CHERRY BLOSSOM WAS THE WEEK BEFORE AND WE WERE IN CAL FIRST BANK WITH A NUMBER OF JAPANESE CORPORATE EXECUTIVES, AND IN MY OWN VIEW, THEY NEED SOME SENSITIVITY OF THEIR OWN, BUT, HAVING SAID THAT, THEY'RE ALSO VERY CONCERNED ABOUT THIS SORT OF THING TAKING PLACE,IF ON A LEVEL THAT I CONSIDER SUPERFICIAL, THAT THEY DON'T WANT TO GET INVOLVED IN CONTROVERSY, THEY'D LIKE TO STAY IN SAFE AREAS. SO, I THINK IT HAS THE POTENTIAL IMPACT ON DRAWING OF SOME OF THOSE KINDS OF RESOURCES PEOPLE ARE LOOKING FOR. NOW, THE JAPANESE COMPANIES HAVE HAD THE TENDENCY TO CONTRIBUTE A GREAT DEAL OF MONEY TO HIGHER EDUCATION,AND AS FAR AS THE UNIVERSITY IS CONCERNED, I'M THEIR ENEMY THERE, THAT'S NOT WHAT I'VE BEEN ADVOCATING. I THINK THAT'S A BAD INVESTMENT AT THIS POINT IN TIME UNLESS UNIVERSITIES ROLES CHANGE SOMEWHAT. I'VE BEEN ADVOCATING MUCH MORE THAT THE COMPANIES DIVERSIFY THEIR CHARITABLE GIVING INTO MINORITY COMMUNITIES, INTO WOMEN, INTO BROADER SEGMENTS OF WHAT

IS AMERICA, NOT JUST EDUCATIONAL INSTITUTIONS, BUT THAT'S BEEN EASY FOR THE JAPANESE OR ASIAN COMPANIES TO DO, IT'S CONVENIENT, ON SURFACE IT'S SAFE, AND AS THIS ISSUE GROWS IT BECOMES MORE AND MORE OF AN UNSAFE CHARITABLE INVESTMENT FOR THE JAPANESE, AND I THINK THAT LOOMS OUT THERE. THE PRESS IN JAPAN HAS COVERED THE ADMISSIONS ISSUE TO A GREAT EXTENT AND I GUESS I HAVE A LITTLE BIT OF PROBLEM WITH THEIR COVERAGE TOO, BECAUSE SOME OF THAT IS BEING USED TO EXPLAIN THAT THE TRADE BILL IS RACIALLY BIAS, THAT EVERYTHING THEY DO DOES NOT HAVE ANY TRADE BARRIERS, AND SO ON, IT GETS INTO THE KIND OF GEOPOLITICAL THINGS THAT I GUESS ALL COUNTRIES MANIPULATE, BUT THE JAPANESE PRESS IS USING THAT, THE ISSUE OF UNIVERSITY ADMISSIONS ANTI-ASIAN VIOLENCE, TO DEMONSTRATE THAT THERE IS RACIAL BIAS IN THE U.S., AND EXPLAIN OTHER THINGS IN TERMS OF FOREIGN POLICY. BUT, IN TURN, THAT HAS AN IMPACT ON THE GENERAL PUBLIC, IT HAS AN IMPACT ON THE JAPANESE CORPORATIONS AND,I THINK EVENTIALLY ON THEIR GIVING PATTERNS.

THANK YOU VERY MUCH, RON, FOR SHARING WITH US THIS MORNING. IT'S A BEAUTIFUL SUNDAY MORNING, SO WE'LL LET YOU GET BACK INTO IT. DALE, I KNOW YOU'VE GOT TO GO DOWN THE PENINSULA, SO WHY DON'T WE INTRODUCE MR. DALE SHIMASAKI. IF YOU WOULD JUST GIVE US A BRIEF STATEMENT OF YOUR POSITION AND ROLE.

MY NAME IS DALE SHIMASAKI, I'M THE EDUCATION ADVISOR TO ASSEMBLY SPEAKER, WILLIE BROWN. WHAT I WAS ASKED TO DO IS GIVE SOME PROSPECTIVE FROM THE LEGISLATIVE END ON THE UNIVERSITY'S RELATIONSHIP AND ACTIVITIES IN RECENT YEARS. TO BEGIN,AS YOU KNOW, THE LEGISLATURE'S HAD SOME DEGREE OF

ACTIVITY WITH RESPECT TO THE ADMISSIONS ISSUE AT THE UNIVERSITY OF CALIFORNIA, AND I THINK THE ORIGINAL GENESIS OF THIS WAS THAT SEVERAL MEMBERS OF THE TASK FORCE ON THE UNIVERSITY ADMISSIONS, THE ASIAN AMERICAN TASK FORCE ON UNIVERSITY ADMISSIONS CAME TO THE SPEAKER AND DISCUSSED WITH HIM THE ISSUE AND THEN FROM THAT POINT ON WE BEGAN DOING SOME RESEARCH AND INVESTIGATION OURSELVES AND BEGAN A DIALOGUE ON THIS PARTICULAR ISSUE, AND WHAT RESULTED FROM ALL THE ACTIVITY THAT TOOK PLACE IN THE LEGISLATURE WAS THAT ASSEMBLY MEMBER HAYDON (PHONETIC) HEARD TWO HEARINGS, ONE IN LOS ANGELES AND ONE IN SACRAMENTO ON THE TOPIC, THE SECOND THING THAT HAPPENED WAS SENATOR DAVID ROBERTY (PHONETIC) REQUESTED AN AUDIT OF THE UNIVERSITY ADMISSIONS PROCESS HERE AT THE BERKELEY CAMPUS. THE THIRD THING THAT EVENTUALLY RESULTED FROM THAT AUDIT, WAS THAT SENATOR ROBERTY APPOINTED A SPECIAL SELECT COMMITTEE OF THE SENATE ON ADMISSIONS, NOT JUST RESTRICTED TO UNIVERSITY OF CALIFORNIA SYSTEM, BUT THE WHOLE TOPIC OF ADMISSIONS IN GENERAL, AND I BELIEVE THE SENATORS BEGAN THE PROCESS OF ESTABLISHING HEARING AND A CALENDAR FOR HEARING THOSE TYPES OF ISSUES. THE FINAL THING THAT HAPPENED WAS THAT THE ASSEMBLY SPEAKER INTRODUCED A.C.R. 70, A CONCURRENT RESOLUTION RELATED TO THE ADMISSIONS PROCESS. AND, JUST TO BRIEFLY TOUCH ON WHAT HAPPENED WITH A.C.R. 70, THE SPEAKER WAS TRYING TO GET AT THREE ISSUES, ONE WAS THE ISSUE OF CONSISTENCY. HE WAS CONCERNED THAT IN THE 1984 YEAR, THAT SOMEHOW THAT THE RULES OF THE GAME HAD CHANGED SOMEWHAT BY IMPOSING THE SUPPLEMENTAL CRITERIA WITHOUT ANYONES KNOWLEDGE OR AT LEAST, APPARENTLY WITHOUT ANYONES KNOWLEDGE. THAT PROCESS HAD ACTUALLY TAKEN

PLACE. THE SECOND THING HE WAS TRYING TO GET AT WAS ANALYSIS. HE REQUESTED IN THAT RESOLUTION TO HAVE THE UNIVERSITY SYSTEM SUBMIT A STUDY OF THE ADMISSIONS AND SELECTING CRITERIA, NOT JUST THE BERKELEY CAMPUS, BUT ALL CAMPUSES, AND WHAT HE WAS REALLY TRYING TO GET AT THERE, WAS TRY TO GET THE UNIVERSITY TO TAKE A LOOK AT IT'S OWN CRITERIA AND START TO DO -- CONDUCT SOME SORT OF ANALYSIS AS TO WHAT THE CRITERIA WAS DOING AND WHERE THEY WERE GOING WITH IT. SOME OF THE STAFF MEMBERS WHO HAVE BEEN IN THAT BUILDING FOR SOME TWENTY ODD YEARS HAD POINTED OUT TO US THAT THERE WAS -- THE POINT AT WHICH THE REGENTS DECIDED SUDDENLY TO REQUIRE THAT ALL STUDENTS TAKE THE S.A.T. ACHIEVEMENT TEST WAS DONE UNILATERALLY WITHOUT A LOT OF THOUGHT OR THINKING AS TO WHAT THAT MEANT, WHAT WOULD IT MEAN TO TAKE THREE ADDITIONAL TESTS AND WHY WOULD YOU NEED THOSE TESTS, WHAT KIND OF STUDENT IS THAT GOING TO GENERATE, WHAT KIND OF INFORMATION ARE YOU GOING TO BE GETTING FROM THAT BY IMPOSING THOSE KINDS OF TESTS. SIMILARLY, WHEN THIS CALIFORNIA STATE UNIVERSITY SYSTEM PROPOSED ITS NEW ADDITIONAL COURSE REQUIREMENT, THERE DIDN'T SEEM TO BE A LOT OF ANALYSIS OR ACTIVITY AS TO WHAT THAT MEANT OR WHY THOSE REQUIREMENTS OR PROPOSING THOSE ADDITIONAL REQUIREMENTS WOULD BE NECESSARY OR USEFUL FOR THE C.S.U. SYSTEM. INDEED, IF THEY WERE USEFUL AND IMPORTANT KINDS OF THINGS THAT WE NEEDED, WHY DID WE DO IT AT THE OTHER END, WHY DIDN'T WE START THE K-12 SYSTEM AND IMPOSE ADDITIONAL REQUIREMENTS ABOVE WHAT WAS IMPOSED UNDER S.B.A.13 UNDER THE HUGHES-HART (PHONETIC) EDUCATIONAL REFORM ACT. SO, THAT'S WHAT HE WAS TRYING TO MOVE THE UNIVERSITY INTO, WAS TRYING TO GET INTO AN ANALYTICAL MODE ABOUT HOW TO LOOK AT ITS

SELECTION CRITERIA. THE FINAL THING HE WAS TRYING TO GET AT, WAS THE WHOLE QUESTION OF OPENNESS IN THE ADMISSIONS PROCESS, AND THAT WAS PARTICULARLY IMPORTANT BECAUSE ONE OF THE THINGS THAT HE THOUGHT WAS VERY IMPORTANT, IS THAT THERE BE OPENNESS IN THE PROCESS, THAT PEOPLE UNDERSTAND WHAT THE RULES OF THE GAME ARE AND THEY KNOW WHAT THEY ARE AHEAD OF TIME, SO THAT THEY HAVE AMPLE TIME, STUDENTS AND THE PARENTS HAVE AMPLE TIME TO ADJUST THEIR CURRICULUMS IF THERE ARE INDEED CHANGES IN THE PROCESS. THOSE KINDS OF THINGS WERE BROUGHT OUT IN A.C.R. 70, THE STUDY THAT THE UNIVERSITY WAS ASKED TO PREPARE, WAS DUE ON MARCH 15TH, IT HAS BEEN SUBMITTED TO THE LEGISLATURE, THE STAFF PEOPLE ARE CURRENTLY REVIEWING THAT DOCUMENT AND THERE MAY BE A FURTHER INQUIRY OR FURTHER ACTIVITY PENDING OUR REVIEW AND OUR FURTHER ANALYSIS OF THAT DOCUMENT. WE'VE ALSO BEEN TOLD BY THE UNIVERSITY THAT SOME FURTHER SUPPLEMENTAL INFORMATION MAY BE FORTHCOMING RELATIVE TO THAT STUDY. THE ONLY OTHER THING I WANTED TO MENTION, WITH REGARD TO THE LEGISLATIVE PROCESS AND ACTIVITY, IS,ONE CONCERN WE HAVE IS THE INTERPRETATION OF RESOLUTIONS THAT THE UNIVERSITY UNDERTAKES,BOTH, WHETHER IT BE AT A CAMPUS LEVEL OR SYSTEM WIDE LEVEL. ONE OF THE THINGS THAT DAVE GARDNER (PHONETIC) MADE REFERENCE TO, OVER TIME, IS THAT THERE'S A LEGISLATIVE RESOLUTION AROUND, WHICH STATES THAT THE UNIVERSITY POPULATION OR THE ENROLLMENT SHOULD BE REFLECTIVE OF THE HIGH SCHOOL PARTICIPATION RATES AND GRADUATION RATES AND HE REFERS TO THIS PARTICULAR LEGISLATIVE RESOLUTION THAT DOES THAT. WELL, IF YOU READ THE RESOLUTION CAREFULLY. IT'S A.C.R.151 BY ASSEMBLY MEMBER VASCONCELLOS (PHONETIC), IT DOES SAY THAT, WHAT IT ALSO SAYS AND EMPHASIZES

IS THAT THOSE -- THAT'S JUST THE MINIMUM OBJECTIVE, BUT IT'S ALSO TRUE THAT THAT OBJECTIVE BE ACHIEVED THROUGH ADDITIONAL INCREASE IN ENROLLMENTS. SO, WHAT WE'RE CONCERNED WITH, IS THAT THERE BE A FULL UNDERSTANDING, A FULL ACCURATE PRESENTATION AND INTERPRETATION OF THE RESOLUTIONS THAT COME THROUGH THE LEGISLATIVE PROCESS, AND IF INDEED THAT OFFICIALS ARE GOING TO REFER TO LEGISLATIVE LAWS AND RESOLUTIONS THAT WE PASS AND USE THROUGHOUT THE PROCESS, THAT IT BE ACCURATELY PORTRAYED. THOSE ARE ONLY TWO OR THREE THINGS THAT I WANT TO BRING OUT AND I'D BE OPEN FOR QUESTIONS.

DALE, I'D LIKE TO ASK, I GUESS THE SAME QUESTION. I MIGHT REPHRASE IT TO SAY, WHAT IS WILLIE BROWN'S PERCEPTION OF THE ROLE OF THE UNIVERSITY?

I'VE LEARNED -- I'VE WORKED FOR WILLIE BROWN FOR GOING ON MY FOURTH YEAR NOW, AND I'VE LEARNED THAT I COULDN'T EVER, EVER, ACCURATELY REFLECT WHAT WILLIE BROWN'S PERCEPTIONS ARE OF ANYTHING.

WHAT DO YOU THINK HIS PERCEPTIONS ARE?

WELL, IT WOULD BE A LOT EASIER IF I GAVE YOU MY PERCEPTIONS OF WHAT -- THE MASTER PLAN STATES THAT THE PURPOSES OF THE UNIVERSITY ARE PUBLIC SERVICE, ACADEMIC INSTRUCTION AND RESEARCH. AND, I TEND TO AGREE THAT THOSE ARE ALL CRITICAL MISSIONS OF THE UNIVERSITY. MY CONCERN HAS BEEN, IN MY EXPERIENCE, WITH THE LEGISLATIVE PROCESS AND WORKING WITH MEMBERS OF THE UNIVERSITY, THERE TENDS TO BE AN OVEREMPHASIS ON THE RESEARCH END AND THE DISCUSSIONS AND THE ACTIVITY , PARTICULARLY WITH REGARD TO SEEKING FUNDING AS PRETTY MUCH RESTRICTED ITSELF TO THE AREA OF RESEARCH AND THERE HASN'T BEEN

A LOT OF DISCUSSION OR ACTIVITY ON HOW TO BE MORE ACCESSIBLE IN THE AREAS OF PUBLIC SERVICE AND INSTRUCTION, AND CLEARLY YOU HAVE THINGS LIKE THE SMELSER (PHONETIC) REPORT, THAT'S COME OUT AND A FEW OTHER DOCUMENTS IN RECENT YEARS WHICH HAS BEEN TRYING TO FOCUS ON THE AREA OF INSTRUCTIONAL ACTIVITIES, BUT BY AND LARGER,WE HAVE NOT, IN OUR ENDS, SEEN A LOT OF FRUITFUL ACTIVITY IN THE AREAS OF PUBLIC SERVICE AND INSTRUCTION. NOW, INSTRUCTION LIKE I SAY, IS IMPROVING BUT THE PUBLIC SERVICE END, WE HAVEN'T BEEN GIVEN A LOT OF GUIDANCE OR WE HAVEN'T SEEN, IN OUR VIEW, ENOUGH OF THAT KIND OF LEADERSHIP THAT WE DO SEE IN THE AREA OF RESEARCH. I MEAN, THERE'S A LOT OF ACTIVITY, A LOT OF EMPHASIS ON THE RESEARCH END BUT THERE JUST DOESN'T SEEM TO BE ENOUGH ON THE OTHER TWO AREAS.

YES, I SUPPOSE BECAUSE I'M A FACULTY, I'LL MAKE A TYPICAL FACULTY KIND OF INQUIRY, AND IT HAS TO DO WITH THE SITUATION THAT ONLY A CERTAIN AMOUNT OF MONEY IS GIVEN TO THE UNIVERSITY OF CALIFORNIA AS SUCH, WHICH, OF COURSE, ALL CAMPUSES AND ALL FACULTY WANT MORE OF, BUT IT ALSO HAS TO DO WITH THE PROBLEM THAT MANY OF US HERE AT BERKELEY SENSE VERY DEEPLY, BERKELEY BEING THE FIRST CAMPUS HAVING WHAT WE'RE TOLD FREQUENTLY IS A STEADY STATE WITH FACULTY AND SUPPORT AND ENROLLMENTS AND THINGS LIKE THAT, AND THEN HAVING MANY OF THE OLDEST BUILDINGS EXISTING IN THE SYSTEM, WE FIND OURSELVES IN A TERRIBLE DILEMMA, VERY FREQUENTLY, BECAUSE THE MONIES THAT ARE AVAILABLE FOR BERKELEY DON'T PERMIT US TO DO ALL THE KINDS OF THINGS THAT WE, TRUELY, WOULD LIKE TO DO. NOW, I UNDERSTAND THAT ANY CAMPUS MIGHT MAKE THESE KINDS OF THINGS, BUT -- MY STATEMENT IS THAT WE, OF COURSE, WOULD LIKE THE LEGISLATURE TO

THINK MORE SERIOUSLY ABOUT THE UNIQUE DILEMMAS THAT BERKELEY HAS, AND PERHAPS ANOTHER CAMPUS. CAN YOU, IN ANY WAY, RESPOND TO THAT, OR IS THAT AN UNFAIR KIND OF A --

SURE. NO. FIRST OF ALL, I THINK, BERKELEY,AS IS U.C.L.A., AS IS SAN DIEGO STATE, THEY ALL HAVE THERE WISH LISTS AND THINGS THAT THEY WANT AND NEED. FROM A STATEWIDE PERSPECTIVE, YOU HAVE TO -- WHAT WE LOOK AT IS, WELL, ONE OF OUR MAIN COMMITMENTS IS ACCESS TO HIGHER EDUCATION. EARLY IN 1980 WHEN I FIRST STARTED UP THERE, ONE OF THE CONCERNS THAT WE HAD WHEN WE WERE LOOKING AT THE HIGHER EDUCATION SYSTEM, NOT JUST U.C. BUT ALSO COMMUNITY COLLEGES, SO FORTH, IS THAT WITH THE ADVENT OF PROPOSITION 13 AND THE SORT OF THE SLAMMING DOWN OF PROPERTY TAX REVENUES, ONE OF THE THINGS THAT WAS STILL A PROBLEM IN MANY -- PARTICULARLY MANY RURAL AREAS, YOU LOOK AT LAKE TAHOE, YOU LOOK AT SHASTA COUNTY, WAS BECAUSE PROPOSITION 13 SHUT EVERYTHING DOWN, WAS THE ABSENCE OF ANY CAPITAL FACILITY, WHATSOEVER, IN THOSE AREAS. SO, IT WAS OUR FEELING THAT THE FIRST CALL, IF YOU WANT TO LOOK AT THE GLOBAL PICTURE OF HIGHER EDUCATION CAPITAL OUTLAY AND FACILITIES, THAT WE RECOGNIZE THAT THERE'S DETERIORATION IN BUILDING AND SO FORTH AT THE OLDER CAMPUSES, BUT THE QUESTION IS, WELL, THERE'S SOME AREAS WHERE THERE'S NO BUILDING OR CLASSROOM OR SHELL OF A BUILDING WHATSOEVER. SO, THE QUESTION IS, WHAT'S THE FIRST CALL IN DOLLARS, AND THAT'S WHY THERE WAS SOME MOVEMENT ON OUR PART, ADMITTEDLY, TO MOVE (UNINTELLIGIBLE) AND RESOURCES FOR THE COMMUNITY COLLEGES, SO THAT WE GET FULL CAMPUSES BUILT, SO AT LEAST THERE'D BE SOMETHING THERE, IN TERMS OF ACCESS. I THINK THAT THE OVERALL FINANCING PICTURE FOR HIGHER EDUCATION

CAPITAL OUTLAYS IMPROVING, BUT VERY SLOWLY, ONLY BECAUSE WE'RE MOVING NOW TOWARDS USING GENERAL OBLIGATION BONDS OF A METHOD OF FINANCING, FOR CAPITAL FACILITIES. THE OTHER PROBLEM THAT WE'RE HAVING, JUST IN EDUCATION IN GENERAL, WE HAVE TO COMPETE, WE COMPETE AWAY, AND WE PUT OUR WISH LIST UP AGAINST PRISONS, WE PUT OUR WISH LIST UP AGAINST HOSPITAL BUILDINGS. SO, IN THAT SENSE WE HAVE TO COMPETE IN THE SAME WAY TO GET WHAT WE WANT,AND WE HAVE TO MAKE THOSE KINDS OF RESOURCES DECISIONS AS WELL. AND, WITHIN EDUCATION ITSELF WE DO HAVE OUR OWN PROBLEMS, THE GENETICS BUILDING THAT'S GOING UP HERE IS, I BELIEVE, IS A 40 OR 50 MILLION DOLLAR PROJECT THAT'S FUNDED OUT OF STATE RESOURCES. IN ADDITION, THE TRADE OFF THERE IS, WELL, DO WE USE THAT 50 MILLION FOR THIS GENETICS BUILDING OR WITH THAT SAME 50 MILLION DOLLARS WE COULD BUILD 10 NEW ELEMENTARY SCHOOLS, AND THE QUESTION IS, WELL, WHO SHOULD WE GIVE IT TO FIRST, AND HOW DO WE MAKE THOSE KINDS OF DECISIONS. AND, AGAIN THOSE AREN'T EASY KINDS OF QUESTIONS, AND WHAT RESULTS IS A PROCESS OF NEGOTIATION, AND OFTEN TIMES IT'S THE PEOPLE, THE PEOPLE WHO SPEAK THE LOUDEST OR PEOPLE WHO SPEAK THE MOST PERSUASIVE, THAT GET WHAT THEY WANT, WHAT THEY DON'T WANT. AND,EVEN THOUGH YOU DO HAVE MANY BUILDINGS THAT ARE CRUMBLING AROUND YOU, I COULD ASSURE YOU THAT YOUR FACULTY OR NOT YOUR FACULTY, BUT YOUR STAFF PEOPLE ARE VERY PERSUASIVE WITH THE LEGISLATIVE BODIES IN TERMS OF BEING ABLE TO GET THEIR NEEDS MET. THEY -- IN THE TIME I'VE DONE THE BUDGETS FOR THE UNIVERSITY SYSTEM, THEY'VE FIRSTLY GOTTEN ALL, OR AT LEAST, ALL THEIR TOP 20 OR 30 REQUESTS. AND, YOU CANNOT SAY THAT SIMILARLY FOR THE COMMUNITY COLLEGES AND C.S.U. SYSTEM, IN

TERMS OF CAPTIAL OUTLAY, AND YOU CERTAINLY CAN'T SAY THAT AT ALL FOR THE K-12 SYSTEM. SO, AGAIN, IT'S JUST A QUESTION OF TRADE OFFS AND WHO'S -- WHO MADE THEIR POINT THE MOST KNOWN, AND MADE AVAILABLE TO LEGISLATURE.

OKAY, THANK YOU FOR SHARING YOUR THOUGHTS WITH US. I KNOW YOU'VE GOT TO GO. SO, CAN HE GET A LUNCH IF HE WANTS TO EAT IT ON THE WAY? (END OF TAPE 1, SIDE A)

(JOHN ODA) -- MUNICIPAL COURT JUDGE, NOW, FOR A COUPLE OF YEARS, AND I GUESS YOU CAN TELL I'M AN ALUM HERE, MYSELF. MY SON AND DAUGHTER ALSO ARE. BASICALLY, KEN ASKED ME TO, SORT OF, GIVE A LOCAL PERSPECTIVE, AND IN DOING SO I CHECKED AROUND WITH THE LOCAL J.C.L., THEIR ALL DOWN AT WATSONVILLE, I GUESS RON'S RUNNING DOWN THERE NOW, HIMSELF. SO,I'M KIND OF HERE TO BE A SPOKESPERSON. I'VE BEEN LIVING HERE EVER SINCE ATTENDING CAL, STARTED IN '58. WE DISCUSSED THIS IN THE FRAME WORK OF U.C. STUDENTS WITH THE JAPANESE COMMUNITY IN BERKELEY, AND TRADITIONALLY THE U.C. STUDENTS ARE JUST LIKE WHEN I WAS HERE, WE DIDN'T GET INVOLVED THE LOCAL -- YOU HAVE ENOUGH PROBLEMS GETTING THROUGH SCHOOL, THROUGH THE SCHOOL ACTIVITIES, AND, THEY DIDN'T GET INVOLVED IN THE COMMUNITY, THE IMPACT WITH THE LOCAL COMMUNITY WASN'T THAT GREAT, OTHER THAN THE ONES THAT WEREN'T LIVING ON CAMPUS, BUT LIVING WITH RELATIVES OR FRIENDS. THE THING IS THOUGH, WE ARE AWARE OF WHAT'S GOING ON HERE, WITH THE POLITICAL ACTIVITY OF THE ASIAN STUDENTS. IT'S KIND OF FORCING THE OLDER GENERATION TO BECOME MORE POLITICALLY AWARE, AND, I THINK THAT'S REFLECTED BY THE DIFFERENT SPEAKERS HERE. THE OLDER GENERATION,OF JAPANESE ANYWAY, WAS TO WORK HARD TO KEEP QUIET AND PRETTY MUCH BE APOLITICAL. THIRD AND FOURTH

GENERATIONS NOW, I THINK, ARE BENEFITED BY THAT, IN THAT THEY CAN AND ARE BECOMING POLITICALLY ACTIVE (UNITELLIGIBLE). IN THAT, IT'S FORCING THE OLDER GENERATION NOW TO BECOME POLITICALLY AWARE, ESPECIALLY OF THE FACT THAT,THE WAY TO DO IT IS NOT TO HAVE INDIVIDUAL ETHNIC -- TO TRY TO DO IT INDIVIDUALLY. BUT THE POWER AND THE -- THAT YOU HAVE WITH ASIAN UNITY AND, I THINK THAT IS REFLECTED NOW IN THE COMMUNITY HERE IN BERKELEY, IN THE J.C.L. MOVEMENT THAT THEIR MEETING DOWN IN WATSONVILLE, STATEWIDE AND NATIONWIDE. WE DO HAVE CONCERNS AS THE COMMUNITY WITH U.C. POLICIES, YOU KNOW ALREADY THAT THE UNIVERSITY IS THE LARGEST PROPERTY OWNER IN BERKELEY, EVERY TIME YOU EXPAND, WHETHER IT'S ON THE CAMPUS, OR INTO THE CITY, THERE'S AN IMPACT. SERVICES STILL HAVE TO BE PROVIDED, BUT THERE'S NO ADDITIONAL TAXES FOR THE CITY, NO ADDITIONAL INCOME FOR THE CITY, UNLESS YOU CONSIDER THE THIRD AND FOURTH DOWN THE LINE, AS THE BUSINESSES GET MORE BUSINESS THEN THEY PAY MORE TAXES, THE CITY BENEFITS, BUT THERE'S NO PROPERTY TAXES, NO DIRECT TAXES. AND, ALSO WHENEVER YOU DECIDE TO MOVE, LIKE THE MOVE TO KAISER, TO KAISER CENTER, I THINK, IS GOING TO BE TRAUMATIC, AND HAVE AN IMPACT ON THE -- NOT ONLY THE PEOPLE THAT ARE WORKING AND MOVING, MANY OF THEM COMMUTE ANYWAY, BUT THE IMPACT ON THE SMALL BUSINESSES IN THE AREA. SO WE'RE CONCERNED ABOUT THOSE THINGS AS WELL AS WHAT BEEN BASICALLY THE U.C. ADMISSIONS AND TENURE, AND ALL THIS OTHER PROBLEMS THAT ARE BEING ADDRESSED. THAT'S ABOUT ALL I HAVE AS FAR AS THE LOCAL COMMUNITY.

JOHN, LET ME ASK THE SAME QUESTION. PRIOR TO YOUR COMING IN HERE, I MENTIONED THAT THE MISSION OF THE UNIVERSITY

AS THE PUBLICS PERCEPTION IS, THAT IT TAKES THE BEST AND BRIGHTEST OF THE PUBLIC SCHOOLS IN CALIFORNIA, THE TOP 12%, AND PROVIDE THEM WITH THE UNIVERSITY EDUCATION, THAT'S -- WE'RE SIMPLIFYING IT. BECAUSE YOU ARE ALUMNI, AND ALSO A CITIZEN OF THE LOCAL COMMUNITY, WHAT IS YOUR PERCEPTION OF THE MISSION OF THE UNIVERSITY?

WELL, I HAVE SUCH STRONG GOOD FEELINGS ABOUT THE UNIVERSITY. I LIKE TO THINK THAT THEIR DOING THE BEST THEY CAN. PERCEPTION, HOWEVER, IS -- IF IT'S STATISTICALLY PROVEN THAT THERE ARE DISCRIMINATION IN ADMISSIONS, THEN WE ARE CONCERNED, AND THAT IT SHOULD NOT BE, IT SHOULD BE DONE STRICTLY ON ABILITY AND PROVEN ABILITY, AND WE SHOULDN'T HAVE ANY KIND OF QUOTAS. AND, I BELIEVE, WE ALL HAVE THAT PERCEPTION.

SO, YOU SUBSCRIBE TO THE IDEA OF JUST TAKING THE BEST AND THE BRIGHTEST AND EDUCATE THEM REGARDLESS OF THEIR ETHNIC ORIGIN, SO FORTH?

WELL, I WOULD THINK THAT SHOULD BE SORT OF AN OVERALL UMBRELLA. I DO REALIZE THAT IVY LEAGUE SCHOOLS AND, I THINK, CAL, STANFORD, U.C.L.A. ARE REALLY RIGHT UP THERE WITH THE IVY LEAGUE SCHOOLS. THEY ALL HAVE THESE SAME ADMISSIONS PROBLEMS OF HAVING, YOU KNOW, FIVE, SIX TIMES OR MORE APPLICANTS THEN THERE ARE OPENINGS. THEN YOU GET INTO THAT SUBJECTIVE AREA OF, HOW GOOD IS THEIR S.A., WHAT KIND OF EXTRACURRICULAR ACTIVITIES DID THEY TAKE PART, AND I THINK THOSE ARE IMPORTANT, AND I THINK THOSE ARE IMPORTANT FOR CAL AS WELL. I DON'T THINK IT SHOULD BE JUST STRAIGHT 4.0, I THINK IT SHOULD BE 4.0'S WITH EXTRACURRICULAR ACTIVITIES. I GUESS, WHERE THE PROBLEM COMES IN,IS THE -- SOMEBODY THAT HAS 4.0'S STRAIGHT THROUGH WITH NO EXTRACURRICULAR ACTIVITIES, AND YOU HAVE SOMEONE WITH A 3.85 OR SOMETHING THAT WAS ACTIVE IN ALL KINDS OF THINGS, WHETHER IT BE THE SCHOOL PAPER, SCHOOL DRAMA PRODUCTIONS, OR SPORTS, MUSIC, ANYTHING, THE YEARBOOK. I THINK, ALL THOSE THINGS SHOULD BE CONSIDERED AS WELL. AND, DOES CAL WANT THAT 3.85 STUDENT WITH THE EXTRACURRICULAR ACTIVITIES, I SAY, YES. AND IF IT'S GOING TO BE A CHOICE, WHAT THE IDEAL IS, TO HAVE BOTH. THE STRAIGHT 4.0 STUDENTS AND ALSO THE 3.65, 3.8 WITH THE PROVEN ACTIVITY AND LEADERSHIP, AND WE NEED THOSE PEOPLE.

I'M GLAD TO HEAR THAT YOU'RE COGNIZANT OF THAT PROBLEM, BECAUSE THAT'S PRECISELY WHAT THE UNIVERSITY'S HAVING TROUBLE WITH. THE 4.0 AND THE 3.5 WITH ALL THE ACTIVITIES. BUT, IT'S INTERESTING TO NOTE THAT YOU AS A COMMUNITY PERSON, TAKE THE SAME VIEW,ALONG WITH THE UNIVERSITY HAVING (UNINTELLIGIBLE) SOLUTIONS.

AND THEN, OF COURSE, THE DIFFERENT COLLEGES MAY HAVE PROBLEMS WITH THAT, ENGINEERING, AS OPPOSED TO L & S. I LIVED ON NORTHSIDE, MUST OF THE PEOPLE IN THE BOARDING HOUSE WITH ME WERE ENGINEERING AND ARCHITECT STUDENTS, AND I WAS AN ODDBALL, ONE OF THE FEW PEOPLE IN L & S, OTHER THAN EDUCATION MAJORS. BUT, I GUESS I HAD DIFFERENT GOALS. ALSO, MATH SCARED THE HECK OUT OF ME.

YOU KNOW, I'M SURE THIS IS ANOTHER FACULTY QUESTION, BUT, DALE HAD MADE THE OBSERVATION THAT THE LEGISLATURE WAS CONCERNED ABOUT THE UNIVERSITY'S MULTIPLE FUNCTIONS AND RESPONSIBILTIES, COMMUNITY SERVICE TEACHING RESEARCH. I HAVE

TO ADMIT TO YOU THAT I HAVE A BIAS, THAT WHAT MAKES THIS UNIVERSITY GREAT IS ITS RESEARCH, AND THIS IS WHY SO MANY PEOPLE WANT TO COME HERE, AND THAT THERE IS A TRICKLE DOWN EFFECT. BUT, IN THE COMMUNITY THAT YOU'VE BEEN SPEAKING ABOUT, DO YOU HAVE ANY SENSE FOR HOW THEY FEEL ABOUT THE RELATIONSHIPS AMONG RESEARCH TEACHING COMMUNITY SERVICES MISSIONS, OF THE UNIVERSITY?

I THINK THE FEELING WE HAVE IS, THERE'S NOT ENOUGH ASIANS INVOLVED IN THE ADMINISTRATION AND THE HIGHER LEVELS OF ADMINISTRATION, AND ALSO, THE PROFESSORSHIPS AND TENURE AND THIS AREA. THAT WOULD BE THE FEELING FROM THE COMMUNITY. NO, I DON'T DISAGREE WITH ANYTHING YOU SAY REGARDING THE OTHER AREAS WHERE THE U.C. IS GREAT. IT'S JUST, I GUESS, THERE'S A FEELING OF "WE WANT MORE OF THE PIE". IF THERE ARE -- YOU HAVE TO HAVE THAT -- THE RESOURCE POOL TO DRAW FROM. BUT, THEY'RE OUT THERE AND WE WANT THEM. SAME THING WITH JUDGESHIPS--

THAT MUST BE MY CUE. JOHN IS BEING RUN AGAINST THIS YEAR JUDICIAL YEAR OF ELECTIONS WAS, OUT OF THE THREE JUDGES WHO WERE UP FOR ELECTION, HIS OPPONENT PICKED HIM. HE IS THE ONLY ASIAN JUDGE IN THE MUNICIPAL COURT SYSTEM IN ALAMEDA COUNTY, HE'S THE ONLY MINORITY MEMBER OF THE BENCH IN BERKELEY. SO, YOU CAN DRAW YOUR OWN CONCLUSIONS ABOUT THAT. BUT, THOSE ARE (UNINTELLIGIBLE)--

JOHN HAS TO GET OUT AND WALK PRECINCTS.

I THINK THAT WAS A HINT. THANK YOU VERY MUCH FOR SHARING YOUR TIME THIS MORNING WITH US, I THINK IF YOU WANT LUNCH TO TAKE WITH YOU AS YOU WALK, YOU HAVE TO COME BACK AT NOON.

ACTUALLY, I HAVE TO BE AT A LUNCHEON AT THE FACULTY CLUB AT NOON. I'LL BE STAYING -- IN FACT, I'LL STICK AROUND UNTIL I NEED TO GO.

ALL RIGHT, THANK YOU VERY MUCH.

THIS IS VERY INTERESTING.

THANK YOU FOR SHARING YOUR THOUGHTS WITH US.

OKAY, BILL.

FIRST OF ALL, MY NAME IS BILL NG. I'M THE EXECUTIVE DIRECTOR FOR UNITAS. UNITAS MEANS UNITY IN LATIN. IT IS A PROTESTANT BASE CHRISTIAN COMMUNITY CENTER, LOCATED AT COLLEGE AND BANCROFT, ON THE SOUTHSIDE OF CAMPUS. FIRST OF ALL, THANK YOU FOR INVITING ME AND EVEN ALLOWING ME TO (UNITELLIGIBLE) ON THE SAME LEVEL AS THE PANELISTS. AND, I WANTED TO SHARE WITH YOU SOME OF MY OWN PERCEPTIONS AND NEEDS THAT I HAVE OBSERVED BEING THE DIRECTOR OF UNITAS.

WE FIGURED THAT SINCE IT WAS A SUNDAY AND WE'RE NOT IN CHURCH, HAVING YOU HERE WOULD HELP (UNITELLIGIBLE).

THANK YOU. WITH THAT OPENING LINE, I HAVE TO SAY THAT WE ARE ALSO CONCERNED ABOUT VALUES. I THINK THE MISSION OF THE UNIVERSITY IS MORE THAN JUST RESEARCH AND TEACHING. IT IS CONCERNED ABOUT VALUES. OF COURSE, BEING A MEMBER OF THE RELIGIOUS COMMUNITY, WE DO TEACH VALUES, BUT OUR VALUES ARE NOT TAUGHT IN A DOGMATIC. I BELIEVE ONE OF THE MISSION OF OUR AGENCY AND THE UNIVERSITY IS TO REALLY HELP PEOPLE LOOK CRITICALLY AT VALUES, ALSO TO PROMOTE THE FREEDOM OF INQUIRY. IT'S WONDERFUL TO HAVE A LOT OF ASIAN STUDENTS GRADUATE FROM THE SCHOOL OF ENGINEERING, OR WHATEVER SCHOOLS THAT THEY'RE INTERESTED IN, IF THEY DON'T KNOW HOW TO LIVE AFTER THEY

GRADUATE, IN LIFE IN A VERY DIVERSE AND PLURALISTIC KIND OF SOCIETY. SO, WE WANT TO EMPHASIZE PROGRAMS THAT WILL HELP PEOPLE TO COMMUNICATE, RELATE TO EACH OTHER, THAT IS BEYOND SURVIVAL, BEYOND JUST BEING SUCCESSFUL, GETTING A DEGREE, AND SO ON. NOT THAT THOSE VALUES ARE NOT IMPORTANT. ONE OF THE PERSONS INVOLVED IN THE UNDERGRADUATE CURRICULUM CAME TO ME, PROFESSOR, BY THE NAME OF GUY SWANSON (PHONETIC). SAID THAT WE HAVE DEVISED A WONDERFUL UNDERGRADUATE CURRICULUM, HOWEVER, THIS ONE ROLE THAT THE UNIVERSITY CANNOT FULFILL, AND THAT'S THE ROLE OF BEING A PUBLIC CITIZEN. AND, I FEEL THAT THE RELIGIOUS COMMUNITY CAN MAKE A CONTRIBUTION ALONG THOSE LINES. WE SPECIFICALLY ARE PROVIDING SOME PROGRAMS FOR A MULTIRACIAL COMMUNITY, ALTHOUGH RECENTLY, WE HAVE DEVELOPED SOME SPECIAL PROGRAMS FOR ASIAN AMERICANS. I CAN READ OFF SOME OF THE PROGRAMS WE HAVE STARTED, FOR EXAMPLE, WE ARE VERY INSTRUMENTAL AND MADE A LARGE CONTRIBUTION, I FELT, IN PROVIDING THE FORM ON ASIAN ACCESS TO HIGHER EDUCATION. IT WAS HELD LAST OCTOBER, ACROSS THE STREET FROM US, IN BOALT HALL. OVER 400 STUDENTS ATTENDED AND COMMUNITY PEOPLE ATTENDED THAT FORUM. WE FEEL THAT ONE OF OUR ROLES IS TO PROVIDE AN OPEN FORUM SO QUESTIONS ABOUT VALUES AND QUESTIONS THAT ARE RAISED ABOUT THE UNIVERSITIES MISSION CAN BE HIGHLIGHTED IN A FREE AND OPEN WAY. WE ARE CONCERNED ABOUT RELATIONSHIPS THEREFOR, WE DO HAVE PROGRAMS THAT PROVIDE COUNSELING SERVICES, WE HAVE STAFF WHO ARE ASIAN, INCLUDING MYSELF, WHO IS ALSO ALUMNUS OF THIS UNIVERSITY, THAT CAN PROVIDE SOME SPECIAL, HOPEFULLY, SKILLS AND INSIGHTS THAT WILL HELP PEOPLE TO LIVE TOGETHER AND HELP PEOPLE TO PLAN THEIR OWN FUTURE. SO, WE ARE MORE CONCERNED, PRIMARILY WITH

STUDENTS WHO ARRIVE AT THE UNIVERSITY AND CHALLENGE THEM TO LIVE TOGETHER, TO THINK ABOUT THEIR OWN FUTURE AND THE LARGER COMMUNITY. WE HAVE ALSO PROVIDED PROGRAMS SO THAT WE CAN ADVOCATE ON BEHALF OF THE ISSUES OF ASIAN AMERICANS, AS WELL AS OTHER RACIAL ETHNIC GROUPS. BESIDE THE FORUM IN ASIAN AMERICAN ADMISSIONS, OR ASIAN MISSIONS, WE HAVE GIVEN TESTIMONY REGARDING A NEED FOR ETHNIC REQUIREMENT IN THE UNDERGRADUATE CURRICULUM. I PERSONALLY TESTIFIED ON BEHALF OF THE PEOPLE OF COLOR, FOR EXAMPLE. AND, SO ONE OF THE UNIQUE ROLES THAT WE CAN PLAY AS A RELIGIOUS COMMUNITY, IS TO MAKE OURSELVES AVAILABLE TO THE UNIVERSITY, THE CAMPUS COMMUNITY. TO ADVOCATE, TO PROVIDE RESOURCES, TO ALSO BE A LISTENER IF NEED TO, AND TO BE A MEDIATOR, HOPEFULLY, IN CASES WHERE WE COULD BE OF SERVICE TO THE CAMPUS COMMUNITY. WE'RE ALSO CONCERNED ABOUT THE PARENTS WHO ARE MORE CONCERNED, PROBABLY, THEN THE STUDENTS THEMSELVES, ABOUT ADJUSTING AT THE UNIVERSITY. NOT OFTEN, BUT IN THE PAST, WE HAVE PROVIDED A PROGRAM SO THAT SOME OF THE PARENTS COULD BE FOREWARNED OR CALM THEIR FEARS, ABOUT THE IMAGE OF LIVING AT U.C. BERKELEY. SO, ALL I'M SAYING IS,THAT WE ARE CONCERNED ABOUT PROVIDING PRACTICAL PROGRAMS FOR ASIAN AMERICANS, AS WELL AS OTHER GROUPS ON CAMPUS. WE HAVE DEVELOPED A SERIES OF FIVE FORUMS ON ASIAN AMERICAN IDENTITY. THE ONE THAT'S COMING UP NEXT WEEK IS CALLED, FOR EXAMPLE, "ASIAN AMERICAN IDENTITY INTERRACIAL RELATIONSHIP, CAN IT WORK?" I HAVE SOME MATERIALS TO LEAVE WITH YOU, IF YOU ARE INTERESTED. THIS IS THE FIFTH OF OUR SERIES OF PROGRAMS ON ASIAN AMERICAN IDENTITY. I AM ALSO IN TOUCH WITH OTHER RELIGIOUS COMMUNITIES, LOCAL CHURCHES, ASIAN CHURCHES, WHO ARE VERY CONCERNED ABOUT

NOT ONLY EQUAL ACCESS TO HIGHER EDUCATION, WHICH IS CERTAINLY OUR CONCERN, BUT ALSO ABOUT WHAT HAPPENS WHEN THEY ARRIVE AT THE UNIVERSITY. SO, WE ARE IN DIALOGUE AND WE CAN PROVIDE ALSO, THE RESOURCES OF OTHER PROFS AND CHURCHES IN THE AREA. ONE OF MY DEEP CONCERNS IS THE WHOLE NEED TO PROVIDE ASIAN MODELS FOR STUDENTS. I THINK OUR PREVIOUS SPEAKER HAS SPOKEN ABOUT THE NEED FOR PROFESSORS,FOR EXAMPLE, TO TEACH AT THE UNIVERSITY. ONE OF THE MOST DELIGHTFUL EXPERIENCES I HAD WAS ABOUT EIGHT YEARS AGO, I HIRED AN ASIAN STUDENT TO DO SOME WORK AT OUR BUILDING, WE'RE LOCATED AT COLLEGE AND BANCROFT, AND IT'S A NICE,BEAUTIFUL,TUDOR ENGLISH BUILDING. FOUR PARENTS HAD THE WONDERFUL VISION TO LOCATE RIGHT ACROSS THE STREET FROM BOALT HALL, BOALT LAW SCHOOL, AND AT THAT TIME, NINE YEARS AGO, AND I'VE BEEN THERE TEN AND A HALF YEARS, NINE YEARS AGO THE BUILDING WAS IN BAD SHAPE, SO I HIRED SOME WORK STUDY STUDENTS TO CLEAN THE PLACE AND ONE OF THEM JUST CAME TO MY OFFICE AND SAID, YOU KNOW IT'S WONDERFUL TO SEE AN ASIAN SITTING IN EXECUTIVE DIRECTOR'S POSITION. OF COURSE, WE DON'T CHALLENGE TO MANY ASIAN AMERICANS TO GO INTO THE MINISTRY, BUT, CERTAINLY THEY CERTAINLY HAVE THE SKILLS TO BE PROFESSORS AT THE UNIVERSITY. WE NEED MORE MODELS. AS I UNDERSTAND MORE, AND MORE OF THE OLDER WHITE FACULTY WILL BE LEAVING THE UNIVERSITY, WHY NOT YOU AS A COMMITTEE, WHY NOT WE TOGETHER, CHALLENGE MANY OF OUR STUDENTS TO CONSIDER L & S AND OTHER KINDS OF GRADUATE DEGREES SO THAT THEY CAN BECOME MODELS. WE ALREADY HAVE A NOBEL PRIZE WINNER, OBVIOUSLY, THAT'S ONE MODEL BUT, THERE ARE MANY, HOPEFULLY, OPENINGS AVAILABLE IN THE FUTURE. LET US ENCOURAGE AND APPLICATE WITH THAT. OF COURSE

THERE ARE OTHER PLACES WHERE ASIAN AMERICANS CAN SERVE IN THE ADMINISTRATIVE OFFICES OF THE UNIVERSITY AND THAT IS ANOTHER WAY OF MODELING. WE ARE DEALING WITH STUDENTS WHO ARE GOING THROUGH A FORMATION PERIOD IN THEIR LIVES, WHEN MODELING IS SO CRUCIAL TO THEM. I THINK IT'S A PERIOD OF LIFE WHEN WE HAVE A GREAT OPPORTUNITY TO HELP THEM THINK ABOUT LIFE, TO LIVE IN THE PLURALISTIC SOCIETY. AND ALSO, TO BE CONCERNED ABOUT VALUES BEYOND JUST SURVIVAL, BEYOND MEETING THEIR OWN NEEDS OF GETTING A WONDERFUL DEGREE FROM THE UNIVERSITY OF CALIFORNIA. I THINK THAT IF WE CONCENTRATE ON THAT, HELP THEM AFFIRM THEIR IDENTITY AS ASIAN AMERICANS,AND I'M BEGINNING TO FIND OUT THAT EVEN PUTTING ON THESE FORUMS, MANY OF THE ASIAN AMERICANS DON'T REALLY CARE WHETHER OR NOT THEIR ASIAN AMERICANS. THEY HAVE NO SENSE OF THEIR OWN CULTURE, THEIR HISTORY, THEIR BACKGROUND SUFFERINGS THAT MANY OF THEM -- THERE PARENTS WENT THROUGH, RELOCATION CAMPS AND OTHER KINDS OF DIFFICULT EXPERIENCES, IMMIGRANTS. IN A SENSE WE CAN CALL THEM SPOILED, BECAUSE THEY DO COME FROM FAIRLY COMFORTABLE MIDDLE CLASS AND UPPER MIDDLE CLASS INCOMES. I THINK WE NEED TO CHALLENGE THEM TO THINK ABOUT THEIR HERITAGE, THEIR IDENTITY, THEIR EXPERIENCES, WHICH GIVE REAL LIFE TO THEIR OWN HUMANITY. LET ME JUST STOP THERE, BECAUSE I HOPE YOU GOT A FLAVOR OF WHAT WE'RE TRYING TO DO AS A RELIGIOUS AGENCY AND WE ARE CERTAINLY AVAILABLE TO COOPERATE AND PROVIDE OUR RESOURCES TO THE UNIVERSITY, WHATEVER THEY MAY BE.

BILL, I'M GOING TO SOMEWHAT MODIFY MY QUESTION BECAUSE YOU'VE ESSENTIALLY ASKED THAT FROM THE PERSPECTIVE OF THE RELIGIOUS COMMUNITY, YOU MENTIONED THAT YOU WOULD LIKE TO

-- FOR THE UNIVERSITY ROLE TO INCLUDE ENGENDERING POSITIVE VALUES AMONG STUDENTS, SO FORTH. LET ME DIVERT YOU FROM THAT, AND JUST GET BACK TO THE ACADEMIC AND EDUCATIONAL AREAS. WHAT DO YOU FEEL THE MISSION OF THE UNIVERSITY IS IN THOSE AREAS?

WELL, THE MISSION OF THE UNIVERSITY IS, I ALWAYS BELIEVED, TO PROVIDE STUDENTS AN OPPORTUNITY TO DEVELOP CRITICAL MINDS, HELP THEM LOOK AT BUILDING A BETTER WORLD, EVEN THOUGH IT MAY IN THE AREA OF PHYSICS OR ENGINEERING. I THINK THE MISSION OF THE UNIVERSITY HAS HELPED PEOPLE TO NOT BE SO ISOLATED IN THEIR OWN DEPARTMENTS, MANY OF THE PROFESSORS ARE IN RESEARCH, ONLY KNOW THEIR OWN DEPARTMENTS. AS ONE PROFESSOR KIDDINGLY SAID "YOU KNOW THE ONLY WAY WE BUILD COMMUNITIES IS WHEN TWO DEPARTMENTS HAVE A COMMON SEARCH FOR A PARKING SPACE ON CAMPUS." THE RELATIONAL ASPECT AND THEIR CONCERNS FOR NOT BEING SO ISOLATED IN THEIR DEPARTMENTS, I FEEL, IS A WAY OF MODELING AND PROVIDING THE STUDENTS WITH A WAY OF LOOKING AT A BROADER WORLD. NOT TO BE SO ELITIST IN THEIR ATTITUDE ABOUT PEOPLE, ABOUT LIVES, I THINK THAT THOSE ARE IMPORTANT WAYS OF COMMUNICATING VALUES.

YES, IF YOU'D BE SO KIND, I THINK YOU'VE ELUDED TO THIS IN SEVERAL WAYS, BUT, YOUNG PEOPLE WHO COME TO YOU FROM HERE AT THE UNIVERSITY, WHAT ARE THEIR THREE OR FOUR MAJOR CONCERNS? IF YOU COULD CAPSULATE THOSE.

I THINK THAT IN OUR COUNSELING PROGRAM, WE'VE HAD QUITE A FEW ASIANS STUDENTS WHO ARE VERY CONCERNED ABOUT FAMILY TRADITIONS, HOW TO REALLY COMMUNICATE WITH THEIR PARENTS. WE'VE HAD STUDENTS, AND THIS IS MAYBE UNUSUAL, THAT HAVE EXPERIENCED CHILD ABUSE, AND PROBABLY ARE VERY TROUBLED ABOUT THEIR OWN

LIVES AND HOW TO GET OUT OF SOCIALIZATION EXPERIENCES THAT DO NOT CONFIRM THEMSELVES AS PERSONS, THEY FEEL LONELY, ISOLATED, I GUESS THOSE ARE VERY IMPORTANT ISSUES THAT I FIND,ESPECIALLY AMONG FIRST YEAR STUDENTS. OTHER STUDENTS ARE REALLY TRYING TO DEAL WITH WHO THEY ARE, THEY DON'T KNOW AND THEY FEEL PARTLY LIKE MARGINAL STUDENTS, THEY'RE NEITHER ASIAN NOR AMERICAN, AND THAT'S ANOTHER ISSUE IN TERMS OF IDENTITY ISSUE. I THINK THE OTHER ISSUES I SEE WITH ASIAN AMERICANS IS REALLY THE WHOLE INTEREST ABOUT BEING SOCIALIZED, WHO THEY SHOULD DATE, AND SO ON AND SO FORTH. BUT, I'M ALSO BEGINNING TO FIND MORE AND MORE ASIAN STUDENTS INTERESTED IN VOLUNTEER WORK AND COMMUNITY SERVICES, I THINK THAT'S ANOTHER AREA WHERE I THINK WE COULD CHALLENGE THEM TO BE GOOD,"GOOD CITIZENS" OR CITIZENS THAT ARE WILLING TO SERVE THE PUBLIC INTEREST.

THANK YOU FOR THOSE COMMENTS, THANKS BILL. WE CERTAINLY WISH YOU GOOD LUCK WITH YOUR WORK. I NOTICE DOWN HERE ON THE BOTTOM OF THE FLYER THAT YOU HAVE, I GUESS YOU'VE GOT A FEW MORE IF OTHER PEOPLE ARE INTERESTED, THERE IS A LIST OF SPONSORING CHURCHES HERE, WHICH IS QUITE LONG AND IMPRESSIVE. IT SAYS BERKELEY UNITED METHODIST CHURCH, BERKELEY CHINESE COMMUNITY, IS THAT UNITED CHRISTIAN CHURCH? U.C.C., UNITED FEDERATION OF ASIAN AMERICAN, UNITED METHODIST, OAKLAND CHINESE COMMUNITY, UNITED METHODIST CHURCH AND TRINITY UNITED METHODIST CHURCH. THANK YOU.

THANK YOU.

ALL RIGHT, I SEE WE HAVE MS. BANNIA WHO HAS JOINED US ALL THE WAY FROM LOS ANGELES, SO WHY DON'T -- IF YOU WOULDN'T MIND COMING FORWARD AND INTRODUCING YOURSELF, YOU CAN USE THE

PODIUM IF YOU WISH, OR YOU CAN SIT AT THE TABLE IF YOU WISH, WHICHEVER IS MORE COMFORTABLE.

MY NAME IS HIDEKO BANNIA, AND I'M FROM THE CALIFORNIA COMMUNITY COLLEGES, BOARD OF GOVERNORS, AND I'M ALSO HOLDING A TEACHING POSITION AT THE UNIVERSITY OF SOUTHERN CALIFORNIA, IN THE SCHOOL OF EDUCATION. BUT, I'VE BEEN ASKED TO COME HERE PRIMARILY TO REPRESENT THE COMMUNITY AND SO THIS WILL BE THE PROSPECTIVE FROM WHICH I WILL BE SPEAKING. I UNDERSTAND THAT THE TOPIC TODAY IS ON THE CONCERNS OF ASIAN AMERICAN STUDENTS AND THE VIEWS THAT I EXPRESS WILL BE MY OWN, I AM NOT SPEAKING AS A MEMBER OF THE BOARD OF GOVERNORS. I'D LIKE TO SAY THAT GIVEN THE RELATIVE ABSENCE OF ATTENTION TO THE EDUCATIONAL NEEDS OF ASIAN AMERICAN STUDENTS IN THE PAST, THAT IT IS A GREAT OCCASION THAT WE HAVE HERE TODAY, I'M SORRY THAT THERE AREN'T MORE PEOPLE, I SEE THAT THE UNIVERSITY OF CALIFORNIA AT BERKELEY, HAS MADE A FINE BEGINNING TO ADDRESS THE CONCERNS OF ASIAN AMERICANS,AND HORACE ONCE SAID THAT " A GOOD CATCHWORD OBSCURES INVESTIGATION OF AN AREA FOR 50 YEARS", AND I BELIEVE THAT THIS HAPPENED WITH ASIAN AMERICANS,WITH THE SUCCESS TERM THAT HAS BEEN APPLIED TO ASIAN AMERICANS. AND, THIS ONE TERM HAS OBSCURED INVESTIGATION INTO THE REAL NEEDS OF THIS GROUP. I WILL BEGIN MY REMARKS BY TELLING YOU A LITTLE BIT ABOUT MY OWN BACKGROUND, AND MENTION, VERY BRIEFLY, ABOUT THE IMPORTANCE OF EDUCATION TO THE ASIAN AMERICAN COMMUNITY. I IMAGINE BY THIS TIME YOU'VE HEARD A GREAT DEAL ABOUT THESE CONCERNS BUT PLEASE ALLOW ME TO TOUCH BRIEFLY UPON THEM. AND, THEN ALSO CONCERNS ABOUT ACCESS AND EQUITY TO THE CAMPUS AT BERKELEY AND OTHER FOUR YEAR INSTITUTIONS. I'M A PRODUCT OF CALIFORNIA

SCHOOLS. I ATTENDED PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN THE CITY OF GLENDALE, WHICH IS A CITY LOCATED IN THE SOUTHERN PART OF THE STATE. AT THE OUTBREAK OF WORLD WAR II I WAS SENT TO A WARTIME LOCATION CAMP AT MANZANAR,(PHONETIC) CALIFORNIA, WHERE I COMPLETED MY HIGH SCHOOL EDUCATION, BEHIND BARBED WIRES. ABOUT TWO DECADES LATER, I ENROLL AT A CALIFORNIA COMMUNITY COLLEGE AND WENT ON TO COMPLETE MY UNDERGRADUATE WORK AT CAL STATE LOS ANGELES. MY GRADUATE WORK WAS TAKEN AT THE UNIVERSITY OF SOUTHERN CALIFORNIA, IN THE SCHOOL OF EDUCATION AND I EARNED MY MASTERS DEGREE AND DOCTORAL DEGREES IN TEACHING ENGLISH AS A SECOND LANGUAGE AND IN SOCIAL AND PHILOSOPHICAL FOUNDATIONS, FOCUSING ON INTERCULTERAL EDUCATION. TWO OF MY CHILDREN -- I SHOULD SAY ALL OF MY CHILDREN HAVE ATTENDED CALIFORNIA PUBLIC SCHOOLS AND HAVE ALSO ATTENDED THE UNIVERSITY OF CALIFORNIA AT SANTA BARBARA. ONE HAS GONE ON TO HASTINGS LAW SCHOOL AND EARNED HER J. D. AND OTHER, AT THE UNIVERSITY OF SAN FRANCISCO. THUS MY DIRECT AND INDIRECT EXPERIENCE WITH CALIFORNIA PUBLIC SCHOOLS AND HIGHER EDUCATION HAS OCCURRED OVER A SPAN OF SEVERAL DECADES. IN ADDRESSING THE EDUCATIONAL CONCERNS OF THE ASIAN COMMUNITY, IT'S IMPORTANT TO UNDERSTAND THE CENTRALITY OF EDUCATION IN THEIR LIVES. PARTICULARLY THOSE WHOSE FAMILIES COME FROM CULTURES WHERE EDUCATION COMPRISES A CULTURAL ETHOS, WHICH SERVES BOTH AESTHETIC AND PRACTICAL PURPOSES, THAT IS, EDUCATION IS PERCEIVED AS A GOOD IN ITSELF AND A VEHICLE FOR IMPROVING THE SOCIAL ECONOMIC STATUS OF AN INDIVIDUAL, IN THAT OF HIS OR HER FAMILY IN SOCIETY. EDUCATION IS CULTURALLY VALUED AND SUPPORTED BY APPROPRIATE NORMS OF BEHAVIOR AND BELIEF SYSTEMS. THIS

EDUCATIONAL ETHOS HAS BEEN A MAJOR CULTURAL LEGACY OF IMMIGRANT ASIAN PARENTS WHICH HAS PERSISTED TO SEVERAL GENERATIONS OF ASIAN AMERICANS, AS ILLUSTRATED IN THEIR FRESHMAN ENROLLMENT AT BERKELEY. AND, I GUESS THIS IS ONE OF THE PROBLEMS THAT WE ARE CONCERNED ABOUT TODAY. THE MERITS OF THIS ETHOS HAD BEEN DEMONSTRATED BY THE EDUCATION AND EMPLOYMENT RECORDS OF ASIAN AMERICAN STUDENTS AND THEIR CONTRIBUTIONS TO AMERICAN SOCIETY AND THE ECONOMY. AS MENTIONED BEFORE IN ADDRESSING THE EDUCATIONAL CONCERNS OF ASIAN AMERICANS, IT'S IMPORTANT TO KEEP IN MIND THE STATEMENT THAT JOHANN HUSINGA (PHONETIC) IS CREDITED WITH "THAT A GOOD CATCHWORD CAN OBSCURE ANALYSIS FOR A PERIOD OF FIFTY YEARS." WHILE THERE'S BEEN A LONG HISTORY OF EDUCATIONAL INEQUITIES FACED BY ASIAN AMERICAN STUDENTS, THE UNIVERSITY OF CALIFORNIA AT BERKELEY, IS TO BE COMMENDED FOR THE INCREASE IN STUDENTS, WHICH IRONICALLY, HAS CAUSED A PARTICULAR PROBLEM NOW. THEY'VE DONE TOO GOOD OF A JOB. I UNDERSTAND THAT THE ENROLLMENT OF FRESHMEN IS SOMETHING UP TO 24%, AND ASIAN AMERICANS HAVE GAINED ENTRY ALSO AS COMMUNITY COLLEGE TRANSFERS, WHICH IS A PARTICULAR AREA THAT I AM INTERESTED IN AS A MEMBER OF THE BOARD OF GOVERNORS OF THE COMMUNITY COLLEGES. IT'S VERY IMPORTANT THAT THE SLOTS ARE AVAILABLE TO OUR STUDENTS AS THEY COMPLETE THEIR LOWER DIVISION WORK. HOWEVER, IT HAS COME TO MY ATTENTION THAT THERE APPEARS TO BE A CAP PLACED ON ADMISSION OF ASIAN AMERICAN STUDENTS. IT WOULD SEEM THAT SUCH AN APPROACH WOULD TREAT THE SURFACE AS THOUGH IT REPRESENTED THE DEPTHS OF THE PROBLEM. WHEN SUCH A CAP WAS PLACED ON ANOTHER IDENTIFIABLE GROUP OF STUDENTS AT ANOTHER TIME, IT WAS FOUND TO BE AN

UNTENABLE STRATEGY FOR DETERMINING THE ADMISSIBILITY OF JEWISH AMERICAN STUDENTS IN THE IVY LEAGUE COLLEGES. IN TODAYS SOCIAL CLIMATE TODAYS UNIVERSITY ADMISSION DECISIONS ON SUCH GROUP MEMBERSHIP WOULD BE HELD UNCONSCIONABLE FOR DETERMINING OVER REPRESENTATION AS IT SHOULD BE FOR ASIAN AMERICAN STUDENTS IN THAT TYPE OF CULTURAL GROUPING. GIVEN THE CULTURAL IMPORTANCE OF EDUCATION TO ASIAN AMERICANS AND THEIR COMMUNITIES, THE PLACEMENT OF A CAP ON THEIR ADMISSION FOR THE QUALIFIED STUDENTS MAY TEND TO HAVE AN ERODING AFFECT ON THEIR EDUCATIONAL VAULES. UNCLEAR, AND OR INCONSISTENT UNIVERSITY ADMISSION PRACTICES WITH REGARD TO ASIAN AMERICAN STUDENTS WOULD,IN TIME, SEND A MESSAGE TO THEIR COMMUNITIES THAT MIGHT TEND TO DIMINISH THE IMPORTANCE OF THE VALUE OF EDUCATION. EMPHASIS ON EDUCATION HAS TRADITIONALLY ENCOURAGED ASIAN AMERICAN ELEMENTARY AND SECONDARY STUDENTS TO COMMIT SUBSTANTIAL TIME AND EFFORT TOWARD THE REALIZATION OF A LONG TERM GOAL, WHICH IS TO MEET GIVEN QUALIFICATIONS, QUALIFICATION REQUIREMENTS, FOR ENTRANCE TO BERKELEY, OR OTHER HIGHLY DESIRABLE UNIVERSITIES. AT A TIME WHEN -- IN THE HISTORY OF THE STATE AND THE NATION WHEN ALL SECTORS ARE REALIZING THAT ECONOMIC LEADERSHIP DEPENDS UPON THE ACADEMIC ABILITY OF OUR STUDENTS, IT WOULD SEEM THAT WE SHOULD ENCOURAGE OUR STUDENTS TO DO THE BEST THEY CAN IN THEIR ACADEMIC WORK, RATHER THAN TO DISCOURAGE STUDENTS WHO HAVE DEMONSTRATED THE HIGHEST LEVEL OF ACADEMIC ACHIEVEMENT. I'D LIKE TO CALL ATTENTION TO THE -- THE SUBCOMMITTEE'S ATTENTION, TO AN INSIGHTFUL ESSAY WRITTEN BY A UNIVERSITY OF CALIFORNIA PROFESSOR OF PHILOSOPHY, HIS NAME IS DAVID GLIVEN (PHONETIC), FROM THE RIVERSIDE CAMPUS, AND THIS WAS IN THE

LOS ANGELES TIMES, PUBLISHED ON APRIL 3RD. HIS ESSAY, WHICH IS ENTITLED "HIGHER EDUCATION IN CALIFORNIA REQUIRING NEW QUALITY CONTROL", INCLUDES A SECTION ON THE UNIVERSITY OF CALIFORNIA ADMISSIONS PRACTICES AND THEIR EFFECT ON ASIAN AMERICAN STUDENTS. HE ARGUES THAT ADMISSION DECISIONS SHOULD PLACE A GREATER PRIORITY ON ACADEMIC QUALITY THAN ON SOCIAL OR CULTURAL GROUP MEMBERSHIP. I'D LIKE TO READ AN EXCERPT FROM THIS.

> "MEANWHILE, SOME OF OUR BEST STUDENTS ARE BEING TURNED AWAY AT BERKELEY."

I'LL JUMP OVER A COUPLE OF PHRASES HERE.

> "THOSE VERY BEST OFFER, OFTEN HAPPEN TO BE ASIAN, THE GROUP THAT IS TWICE AS COMPETITIVE AS WHITES BEING U.C. ELIGIBLE. THE SAME GROUP HAS ALSO THE HIGHEST GRADUATION RATE. TO RESTRICT THEIR ADMISSION TO A CAMPUS AS LONG AS PLACES ARE AVAILABLE APPEARS DISCRIMINATORY. LIKE THE INFAMOUS QUOTAS ONCE SAID FOR JEWS IN THE IVY LEAGUE. IN ALL THE TALK OF HIGHER EDUCATION, SOMETIMES PEOPLE FORGET THAT ACHIEVEMENT IS THE REAL BOTTOM LINE."

LET ME JUMP OVER A COUPLE MORE SPACES HERE.

> "EDUCATION CONSISTS OF WHAT IT IS YOU'VE LEARNED,AND WHAT IT IS YOU KNOW. ACQUIRED SKILLS AND INFORMATION THAT TOOK YEARS OF HOMEWORK, DISCIPLINE AND TRAINING. A UNIVERSITY EDUCATION IS SOMETHING STUDENTS

> HAVE TO EARN. IT IS NEVER RIGHT TO DENY A PLACE FOR THOSE WHO ARE MOST QUALIFIED, THOSE WHO HAVE MADE THE SACRIFICE TO STUDY. IT IS NEVER RIGHT TO DISCRIMINATE AGAINST THE DEDICATED."

AND, THIS IS FROM DR. GLIDDEN'S (PHONETIC) WORK -- DR. GLIDDEN'S ESSAY, IN THE L.A. TIMES, APRIL 3RD, 1988 ISSUE. AND HOW ARE WE DOING ON TIME? WOULD YOU LIKE ME TO --

FINE. I THINK AS YOU GO TO THE BOTTOM OF THAT LINE THAT YOU WERE READING, YOU GET TO THE REAL TOPIC THAT, AT LEAST, CLOSE TO YOUR HEART, WHICH IS THE ROLE OF COMMUNITY COLLEGES AT THE UNIVERSITY.

YES.

MAYBE JUST A WORD ABOUT THAT.

YES. I AM NOT AS AWARE AS SOME OF YOU ARE ABOUT ADMISSIONS AT THE FRESHMAN LEVEL, AND I SEE HERE, HENRY DER (PHONETIC) WHO IS IN MY MIND ONE OF THE FOREMOST AUTHORITIES IN THIS AREA OF FRESHMAN ADMISSIONS. I HAD THE PLEASURE OF HEARING HIM TALK ABOUT THIS PROBLEM JUST A COUPLE OF DAYS AGO IN SACRAMENTO, WHEN HE WAS A KEYNOTE SPEAKER AT THE BILINGUAL AND ETHNIC AND LANGUAGE MINORITY CONCERNS CONFERENCE. THIS WAS SPONSORED BY THE CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE. YES, I WILL GO ON TO THE TRANSFER. THIS IS CRITICALLY IMPORTANT IF INDEED ASIAN AMERICANS ARE NOT BEING ACCEPTED AT THE FRESHMAN LEVEL THAN THOSE THAT GO TO THE COMMUNITY COLLEGES TO COMPLETE THEIR LOWER DIVISION WORK, I BELIEVE, SHOULD BE GUARANTEED PLACES AT INSTITUTIONS SUCH AS U.C. BERKELEY. OTHERWISE, THIS WOULD BE VERY DISCOURAGING. WE CANNOT CLOSE

BOTH DOORS IN MAKING U.C. AND OTHER U.C. SYSTEM CAMPUSES ACCESSIBLE TO ASIAN AMERICANS AND OTHER QUALIFIED STUDENTS. AND, PERHAPS BECAUSE I PLAN TO FINISH MY WRITTEN REMARKS, MAYBE I SHOULD STOP HERE AND TAKE SOME QUESTIONS IF THERE ARE ANY OTHER QUESTIONS, I WOULD HAVE HAD THESE TYPED UP AND READY EXCEPT THAT I'M LIKE MANY OTHER PEOPLE WHO HAVE COME TO DEPEND UPON MODERN TECHNOLOGY AND I WAS COUNTING ON HAVING MY DAUGHTER'S COMPUTER IN WORKING ORDER SO I COULD PUT A FEW LAST MINUTE TOUCHES ON MY PAPER, BUT I SHOULD HAVE PAID MORE HEED TO PETER PRINCIPLE, THAT ANYTHING THAT COULD GO WRONG, WILL GO WRONG, SO I THINK THAT I WILL CONCLUDE MY REMARKS HERE AND SUBMIT THE REST OF THEM IN WRITING LATER, IF I MAY.

THANK YOU. WILL WALTER (UNINTELLIGIBLE).

DR. BANNIA, YOU'VE ELUDED TO THAT SEVERAL TIMES IN YOUR REMARKS, BUT LET ME ASK YOU AGAIN IN CAPSULE FORM. FROM YOUR PROSPECTIVE WHAT DO YOU FEEL IS THE MISSION OF THE UNIVERSITY?

NOW I WISH I WOULD HAVE BROUGHT MY COPY OF THE MASTER PLAN REVIEW COMMISSIONS WORK, BECAUSE THERE WAS A MISSION SPELLED OUT BY THE MASTER PLAN COMMISSION. I FEEL AS THOUGH I AM GOING TO ATTEMPT TO ADDRESS SOMETHING THAT I NEED TO KNOW A GREAT DEAL MORE ABOUT BEFORE ANSWERING THIS. BUT,THE MASTER PLAN REVIEW COMMISSION PRETTY MUCH DELINEATED THE FUNCTIONS OF THE THREE SEGMENTS OF HIGHER EDUCATION IN CALIFORNIA. AND, IF MY MEMORY SERVES ME CORRECTLY, RESEARCH WOULD BE THE MAIN, ONE OF THE MAIN MISSIONS, AND OF COURSE, THE TEACHING AND THE DISCIPLINES, IT'S A PREMIERE INSTITUTION OF HIGHER EDUCATION. THOSE WORDS COME TO MIND. I THINK THAT WE WOULD -- IT MIGHT

BE CLEARER TO CONTRAST THAT WITH THE MISSION OF THE COMMUNITY COLLEGES,WHICH I FEEL A LITTLE MORE COMFORTABLE WITH. AND, THE MISSION OF THE COMMUNITY COLLEGES WOULD BE TO PREPARE STUDENTS FOR TRANSFER TO INSTITUTIONS SUCH AS BERKELEY. SO THERE'S AN ACADEMIC MISSION. TRANSFER WOULD BE A PART OF IT AND ALSO, THE ASSOCIATE OF ARTS DEGREE, THE TWO YEAR TERMINAL DEGREE. VOCATIONAL EDUCATION AND REMEDIAL EDUCATION, AND ACCORDING TO THAT REPORT, THE REMEDIAL FUNCTION SHOULD BE THE RESPONSIBILITY OF THE COMMUNITY COLLEGES. AND, I'M SORRY, I DON'T THINK I ANSWERED YOUR QUESTION ADEQUATELY, BUT MY ATTEMPT.

THANK YOU. YES, AS YOU KNOW, I'M SURE OVER THE LAST SEVERAL DECADES THERE'S BEEN DISCUSSION BOTH AT THE UNIVERSITY'S LEVEL AND ALSO AT THE LEVEL OF THE MASTER PLAN, AS TO WHETHER OR NOT MORE STUDENTS SHOULD BE PREPARED IN THE COMMUNITY COLLEGES FOR TRANSFER TO BERKELEY AS SOPHOMORES OR JUNIORS, OR WHETHER THE MIX SHOULD BE WHAT IT IS NOW ON THE CAMPUS OF FRESHMAN AND UPPER CLASS PERSONS GIVEN THE KINDS OF CONDITIONS IN HIGHER EDUCATION IN THE STATE OF CALIFORNIA AT THE MOMENT. DO YOU SEE PERHAPS, THAT THE COMMUNITY COLLEGES WILL NEED TO PLAY AN INCREASING ROLE IN PREPARING ALL STUDENTS FOR ENTRANCE TO THE UNIVERSITY OF CALIFORNIA?

I DON'T KNOW IF I WOULD GO TO THE EXTENT OF SAYING THE PREPARATION OF ALL STUDENTS FOR THE LOWER DIVISION WORK, BUT I WOULD SAY MANY MORE. WE WENT THROUGH A PERIOD OF, I WOULD SAY, OVER BUILDING COMMUNITY COLLEGE CAMPUSES. THOSE FACILITIES ARE ALREADY EXISTING,AND SO I WOULD SAY THAT WE WOULD MAKE FAR BETTER USE OF OUR SCARCE TAX DOLLARS IF WE CAN PROVIDE LOWER DIVISION WORK AS A CALIFORNIA COMMUNITY COLLEGES. I SEE WHERE

WE HAVE AN 800 MILLION DOLLAR SHORTFALL IN THE CALIFORNIA BUDGET, THIS IS PROJECTED. AND, SO THAT WOULD MEAN THAT AS SCARCE AS OUR EDUCATION DOLLARS ARE IN THE STATE AT THIS MOMENT, THAT THERE GOING TO BE SCARCE FOR THE COMING YEAR. IT WOULD SEEM AS THOUGH WE HAVE -- WE SHOULD TAKE ADVANTAGE OF THE FACILITIES WHICH ARE AVAILABLE AND OUR PROFESSORS AT OUR COMMUNITY COLLEGES MAIN MISSION IS TO TEACH AND THEY'RE NOT REQUIRED -- THESE PROFESSORS ARE NOT REQUIRED TO PUBLISH,AND, SO I THINK THAT WE ARE IN A POSITION TO OFFER HIGH QUALITY LOWER DIVISION EDUCATION.

OKAY, THANK YOU VERY MUCH FOR YOUR -- SHARING YOUR TIME WITH US. IT'S A LONG WAYS TO COME AND HOPE THAT YOU HAVE A PLEASANT STAY AND LOOK FORWARD TO YOUR WRITTEN COMMENTS AS SOON AS LORI'S (PHONETIC) COMPUTER IS BACK UP.

OR, AS SOON AS I CAN GET BACK HOME AND GET TO MY IBM P.C., I THINK THAT I HAVE A PREFERENCE FOR THE IBM AT THIS PARTICULAR MOMENT. BUT, I THANK YOU VERY MUCH FOR INVITING ME, JUDGE KAWAICHI. IT WAS AN OPPORTUNITY TO ADDRESS AN AREA THAT HAS LONG CONCERNED ME. THANK YOU.

THANK YOU. ALL RIGHT LET ME SEE, AS ALWAYS WE'RE BEHIND SCHEDULE HERE. BUT, LET'S SEE WHAT WE CAN DO.
JONI HIRAMOTO HAS SOME WORDS FOR US. (END, TAPE ONE, SIDE B)

WE'LL MAKE SURE THAT THE OTHER COMMITTEE MEMBERS GET THE (UNINTELLIGIBLE).

OKAY. MEMBERS OF THE COMMITTEE, GOOD MORNING. MY NAME IS JONI HIRAMOTO. I'M A GRADUATE OF THE BOALT HALL SCHOOL OF LAW, CLASS OF 1987. I CURRENTLY WORK AS AN ATTORNEY AT THE SAN FRANCISCO LAW FIRM OF MC CUTCHEN, DOYLE, BROWN &

ENERSEN. JUDGE KAWAICHI ASKED ME TO COME HERE THIS MORNING TO TALK A LITTLE BIT ABOUT AFFIRMATIVE ACTION AT THE GRADUATE LEVEL IN THE U.C. SYSTEM. MY EXPERIENCE HAS BEEN IN INVOLVEMENT WITH THIS ISSUE AT THE LAW SCHOOL ONLY. AND, WHAT I'D LIKE TO TALK ABOUT THIS MORNING IS THE MODEL MINORITY MYTH AND TO REEVALUATE THAT IN THE CONTEXT OF THE JAPANESE AMERICAN EXPERIENCE AT BOALT HALL. IN 1978 THE BOALT HALL FACULTY VOTED TO EXCLUDE JAPANESE AMERICAN APPLICANTS FROM THEIR AFFIRMATIVE ACTION POLICY. THIS WAS BASED IN PART UPON THE PERCEPTION THAT JAPANESE AMERICANS IN OUR COMMUNITY ARE A MODEL MINORITY, AND THAT THE JAPANESE AMERICAN APPLICANT POOL WAS STRONG ENOUGH TO COMPETE FOR ACCEPTANCE AT BOALT HALL WITHOUT SPECIAL CONSIDERATION. NOW, TEN YEARS LATER, USING DATA FROM THE BOALT HALL ADMINISTRATIONS DIRECTOR, BETH CABONILLO (PHONETIC), THE ASIAN AMERICAN LAW STUDENTS ASSOCIATION, AND THE PACIFIC ISLANDER LAW STUDENTS ASSOCIATION, CONDUCTED A STUDY OF ACCEPTANCE RATES OF DIFFERENT GROUPS. OVER THE PAST TEN YEARS, WHAT WE FOUND -- TWO CONCLUSIONS, FIRST THAT THE JAPANESE AMERICAN POOL HAS BEEN ACCEPTED AT A SUBSTANTIALLY LOWER RATE THAN OTHER GROUPS FOR THE PAST TEN YEARS. AND, THAT THE PERCEPTION OF JAPANESE AMERICANS AS A MODEL MINORITY WAS THEREFOR WRONG, IN 1978 WHEN THAT POLICY WAS ENACTED AND IS STILL WRONG TODAY. NOW, WAT I HANDED THE COMMITTEE JUST A MINUTE AGO, WAS A COPY OF HE STUDY THAT WE DID AND THAT WAS SUBMITTED TO THE ADMISSIONS COMMITTEE. IF I COULD DIRECT YOUR ATTENTION TO THE LASTPAGE OF THAT HANDOUT, TABLE 2. THIS IS A GRAPH OF ACCEPTACE RATES OF DIFFERENT GROUPS, A LINE GRAPH. THE BLUE LINE AT TE TOP MARKED WITH TRIANGLES SHOWS

THE ACCEPTANCE -- ACCEPTANCE RATES AS I USE THE TERM IS CALCULATED FOR NUMBER OF STUDENTS ACCEPTED, DIVIDED BY THE NUMBER OF APPLICANTS FOR A GIVEN POOL. NOW, THE BLUE DIAMOND LINE AT THE TOP IS THE ACCEPTANCE RATE FOR THE TOTAL MINORITY POOL. THE NEXT LINE, WHICH IS MARKED BY WHITE SQUARES IS THE TOTAL APPLICANT POOL'S ACCEPTANCE RATE. THE LINE BELOW THAT, THE ORANGE LINE IS THE ACCEPTANCE RATE OVER THE LAST TEN YEARS FOR THE NONMINORITY POOL AND THE LINE AT THE BOTTOM, THE PINK LINE SHOWS THE ACCEPTANCE RATES FOR THE JAPANESE AMERICAN POOL. NOW, ONE STRIKING CONCLUSION FROM THIS DATA, IS THAT FOR THE TWO YEARS PRECEDING THE BOALT HALL FACULTY'S DECISION TO EXCLUDE JAPANESE AMERICANS FROM AFFIRMATIVE ACTION CONSIDERATION, JAPANESE AMERICAN STUDENTS WERE NOT BEING ACCEPTED AT BOALT HALL AT RATES COMPARED SIMILAR TO OTHER POOLS. NOW, BETH CABONILLO (PHONETIC) HAS INFORMED ME THAT THE DATA FOR 1976 IS A LITTLE INCORRECT BUT THAT THE CONCLUSION IS THE SAME, IS THAT ALL THE OTHER LINES ARE AT THE TOP, BUT THEIR POSITIONING IS A LITTLE BIT DIFFERENT. SO THAT THE NUMBERS THAT WE RECEIVED FROM THE ADMISSIONS COMMITTEE WERE A LITTLE INCORRECT. BUT ASIDE FROM THAT, THE DATA HAS BEEN VERIFIED BY THE ADMISSIONS COMMITTEE AND THIS STUDY HAS BEEN ADOPTED BY THE BOALT HALL ADMISSIONS COMMITTEE ALONG WITH A RECOMMENDATION THAT JAPANESE AMERICAN APPLICANTS BE REINSTATED TO AFFIRMATIVE ACTION CONSIDERATION AT THE LAW SCHOOL. GENERALLY -- JUST TO EXPLORE THIS GRAPH A LITTLE BIT MORE SPECIFICALLY, IN NINE OUT OF THE LAST ELEVEN YEARS, JAPANESE AMERICANS HAVE BEEN ACCEPTED AT BOALT HALL AT SUBSTANTIALLY LOWER RATES THAN BOTH THE TOTAL APPLICANT POOL AND THE NONMINORITY POOL. FOR EXAMPLE, IN 1985

JAPANESE AMERICANS WERE ACCEPTED AT A 11.9% RATE WHEREAS NONMINORITIES WERE ACCEPTED AT A RATE OF 20.5%, AND THE TOTAL POOL, THE TOTAL APPLICANT POOL GOT IN AT A HIGHER RATE OF 21.6%. THAT MEANS THE JAPANESE AMERICANS GOT IN AT ROUGHLY HALF THE RATE OF OTHER POOLS. NOW, THIS SUGGESTS ONE OF THREE POSSIBLE CAUSES. FIRST, THAT THERE'S INTENTIONAL DISCRIMINATION GOING ON AT THE APPLICATIONS PROCEDURE AT BOALT HALL. WE HAVE NO REASON TO SUSPECT SUCH A THING, THE STUDENTS WORK VERY CLOSELY WITH THE FACULTY ADMISSIONS COMMITTEE MEMBERS AND WE HAVE NO REASON TO EVEN BE AWARE OF SUCH A HYPOTHESIS, BUT THE OTHER POSSIBLE REASONS ARE THAT SUBCONSCIOUSLY DISCRIMINATION IS PRESENT IN THE ADMISSIONS PROCESS. THIS ALSO IS HARD TO VERIFY OR TO EVIDENCE GIVEN THAT EVEN ANY INDIVIDUAL FACULTY MEMEBER OR STUDENT MEMBER MAY NOT BE AWARE OF HIS OWN SUBCONSCIOUS DISCRIMINATION WHEN HE'S INTERVIEWING OR CONSIDERING A PARTICULAR APPLICANT FOR ACCEPTANCE. THE THIRD POSSIBLE REASON IS THAT THE JAPANESE AMERICAN POOL OF APPLICANTS TO THIS LAW SCHOOL, AS A GROUP, IS WEAKER THAN THE OTHER GROUPS, AND THAT'S WHAT THE DATA SEEMS TO INDICATE. THE DATA WE WERE GIVEN WAS IN A LITTLE BIT MORE DETAIL THAN IS SHOWN ON THE GRAPH AND THERE ARE INDICATIONS, ALTHOUGH, I HAVEN'T SEEN THE NUMBERS MYSELF, THAT THE UPPER LEVEL OF THE APPLICANT POOLS GET IN AT ABOUT THE SAME RATE, BUT IT'S THE LOWER LEVEL OF THE APPLICANT POOLS, THE BORDERLINE CANIDATES THAT ARE NOT BEING CONSIDERED AT THE SAME RATE ACROSS THE BOARD. THE POINT IS, WHETHER THESE -- WHETHER THIS RESULT IS THE RESULT OF SOME SUBCONSCIOUS DISCRIMINATION OR WHETHER THERE IS JUST A WEAKER POOL OF JAPANESE AMERICAN APPLICANTS TO LAW SCHOOL. THE NEED

FOR REINSTATING JAPANESE AMERICAN APPLICANTS TO AFFIRMATIVE ACTION CONSIDERATION IS CLEAR. NOW SOME PEOPLE HAVE TALKED TO ME ABOUT THIS ARGUMENT THAT I CALL THE"MODEL MINORITY MYTH WITH A TWIST", AND THAT IS, THAT THE JAPANESE AMERICANS AS A GROUP TEND TO GO INTO THE HARD SCIENCES OR MEDICAL SCHOOL, NOT TO LAW SCHOOL AND THAT IS WHY JAPANESE AMERICAN APPLICANT POOL, RELATIVELY TO THE OTHER GROUPS IS WEAKER. NOW, THIS MYTH WITH A TWIST IS STILL FULL OF PROBLEMS, FIRST IT ASSUMES THAT EVEN IF MOST JAPANESE AMERICAN APPLICANTS GO INTO OTHER FIELDS THAT NOT ONLY ARE THE NUMBERS GREATER, BUT THAT THE BEST AND BRIGHTEST ARE GOING OFF INTO THE HARD SCIENCES AND TO OTHER TYPES OF GRADUATE CAREERS. THERE'S NO REASON FOR THIS ASSUMPTION. FOR EXAMPLE, I WENT TO LAW SCHOOL BECAUSE I WASN'T INTERESTED IN HARD SCIENCES AND I WASN'T INTERESTED IN MEDICAL SCHOOL. IT WASN'T BECAUSE I FAILED IN EITHER OF THOSE FIELDS OR BECAUSE I REPRESENT SORT OF THE LEFTOVER POOL OF APPLICANTS THAT HAD NOWHERE ELSE TO GO BUT LAW SCHOOL. THE BOTTOM LINE IS, THAT THE DENIAL OF AFFIRMATIVE ACTION TO A GROUP, TO A GRADUATE SCHOOL THAT FEEDS AN ENTIRE PROFESSION, BECAUSE OF THE PERCEPTION THAT THAT GROUP IS SUCCEEDING IN OTHER FIELDS IS UNJUST, IT'S IRRATIONAL AND IT'S A DENIAL OF OPPORTUNITIES TO THIS GROUP OF APPLICANTS IN THAT ENTIRE FIELD. INDEED IF THIS IS THE POSITION OF THE BOALT HALL FACULTY, AND I DON'T BELIEVE THAT IT IS, BUT IF IT WERE, IT SHOULD BE AT LEAST ENUNCIATED, WHATEVER THE REASONS FOR EXCLUDING JAPANESE AMERICANS FROM THE APPLICANT POOL AFFIRMATIVE ACTION CANDIDATES IS, IT SHOULD BE ENUNCIATED THAT IT MAY BE EXPLORED IN PUBLIC FORUMS. THIS STUDY WAS PRESENTED TO THE ADMISSIONS COMMITTEE IN MAY OF 1987.

AND THE DIRECTOR OF THE ADMISSIONS COMMITTEE, BETH CABONILLO (PHONETIC) ADOPTED THE RESULTS OF THIS STUDY AND RECOMMENDED THAT JAPANESE AMERICAN APPLICANTS BE REINCLUDED IN THE SPECIAL CONSIDERATION PROGRAM TO THE SAME EXTENT THAT OTHER APPLICANTS, ASIAN APPLICANTS ARE INCLUDED. THE PROPOSAL TO REINSTATE JAPANESE AMERICANS TO AFFIRMATIVE ACTION CONSIDERATION HAS YET TO BE BROUGHT BEFORE BOALT HALL FACULTY FOR A VOTE. IN THE FALL OF 1987 THERE WAS A MEETING WITH THE DEAN, JESSE AND SO FAR, AS FAR AS I'M AWARE, IT HASN'T BEEN BROUGHT BEFORE THE FACULTY EVEN FOR CONSIDERATION. THE ADMISSIONS COMMITTEE ALSO APPROVED THE DIRECTOR O'NEIL'S CONCLUSION, THAT JAPANESE AMERICAN APPLICANTS BE REINSTATED. AND, JUST IN CONCLUSION MAYBE TO ADDRESS A LITTLE BIT OF THE QUESTIONS THAT HAVE BEEN GIVEN -- DIRECTED TO THE PRIOR SPEAKERS, WHAT I WOULD CONSIDER THAT MISSION OF THE UNIVERSITY OF CALIFORNIA TO BE, IS TO EXAMINE AND EVALUATE THE AFFIRMATIVE ACTION COMMITMENT AT THE GRADUATE LEVEL AS WELL, AND THAT THE MODEL MINORITY PERCEPTION AS IT EFFECTS THESE APPLICANTS, IS STILL VERY MUCH ALIVE AND STILL VERY MUCH NEEDS TO BE EXAMINED,AND IF POSSIBLE DISCARDED. THIS SHOULD BE REFLECTED IN THE POLICIES OF ALL THE GRADUATE SCHOOLS. BOALT HALL CURRENTLY HAS A TARGET GOAL OF FIVE TO SEVEN PERCENT FOR ASIAN STUDENTS AND THAT'S NOT JUST IN ACCEPTANCE RATES, IN TERMS OF HOW MANY STUDENTS ACTUALLY END UP IN THE STUDENT BODY, HOW MANY ACTUALLY ACCEPT, THE YIELD RATE, IF YOU WILL. AND, I THINK THE UNIVERSITY HAS TO EVALUATE OVER THE FUTURE, HOW VIABLE SUCH A TARGET IS FOR A LAW SCHOOL. A CALIFORNIA PUBLIC LAW SCHOOL, IN VIEW OF THE FACT THAT BY THE TURN OF THE CENTURY ASIANS ARE GOING TO REPRESENT THE SECOND

LARGEST GROUP IN THE STATE. IN CONCLUSION, THIS DOESN'T REPRESENT THE VIEWS OF MY LAW FIRM OR OF THE CURRENT RECRUITMENT COMMITTEE OF THE ASIAN AMERICAN LAW STUDENTS ASSOCIATION, BECAUSE I DID THIS WHEN I WAS A PART OF THAT COMMITTEE A YEAR AGO, BUT IT DOES REPRESENT THE CURRENT STATE OF THE POLICY OF ADMISSIONS AT BOALT HALL. THANK YOU.

WALTER, LIKE ALL LAWYERS, I THINK SHE ANTICIPATED YOUR QUESTION.

BOY, SHE DID ANTICIPATE MY QUESTION AND ACTUALLY ANSWERED IT IN PART. I WOULD LIKE TO KIND OF FOCUS THAT ON THE UNIVERSITY'S MISSION IN TERMS OF UNDER GRADUATE STUDENTS, WOULD YOU COMMENT ON THAT PLEASE?

ONE THING, I THINK, THE UNIVERSITY HAS TO REALIZE IS THAT THE AFFIRMATIVE ACTION POLICIES AT DIFFERENT LEVELS FOR DIFFERENT INSTITUTIONS HAS TO BE EVALUATED SEPARATELY. I THINK THAT THE CONCERNS AND THE JUSTIFICATIONS FOR AFFIRMATIVE ACTION AT THE UNDER GRADUATE LEVEL IS DIFFERENT THAN THE JUSTIFICATION AT THE GRADUATE LEVEL FOR ADMISSION. JUST AS IT'S DIFFERENT FOR EXAMPLE, IN TERMS OF FACULTY TENURE DECISIONS AND THOSE TYPES OF AFFIRMATIVE ACTION ISSUES. THE NEED -- THE IDEA OF AFFIRMATIVE ACTION IN MY VIEW, IS THAT THE DIVERSITY OF THE INSTITUTION AND THE RICHNESS THAT DIVERSITY BRINGS TO THAT INSTITUTION, AND THAT ARGUMENT CHANGES DEPENDING ON WHETHER YOUR TALKING ABOUT THE UNDERGRADUATE OR THE GRADUATE LEVEL OR IN TERMS OF THE FACULTY. FOR THE UNDERGRADUATE LEVEL, WELL, JUST TO GIVE AN EXAMPLE OF HOW I THINK IT'S DIFFERENT BETWEEN THE UNDERGRADUATE LEVEL AND THE GRADUATE LEVEL, AT THE GRADUATE LEVEL OFTEN TIMES PEOPLE SEE LESS OF A NEED FOR

AFFIRMATIVE ACTION BECAUSE THEY FIGURE, IF THERE'S AFFIRMATIVE ACTION AT THE UNDERGRADUATE LEVEL EVERYTHINGS EQUAL AND SOMEHOW COLLEGE IS SEEN AS THE GREAT EQUALIZER AND SO YOU CAN LOOK A LITTLE BIT MORE CRITICALLY AT PEOPLE BASED JUST ON THEIR NUMBERS AND PAY LESS ATTENTION TO OTHER CONSIDERATIONS. THAT'S NOT NECESSARILY TRUE, BECAUSE EVEN IF PEOPLE HAVE EDUCATION, WHERE DO YOU DRAW THE LINE,IS THE POINT. IF PEOPLE HAVE EQUIVALENT EDUCATIONAL OPPORTUNITIES AT ONE LEVEL, DOES THAT MEAN THAT, ALL OF THE SOCIAL AND ECONOMIC DISADVANTAGES AND BAGGAGE THAT THEY BROUGHT WITH THEM INTO THE INSTITUTION ARE ERASED. NOT NECESSARILY SO. JUST AS, FOR EXAMPLE, WITHIN THE LAW SCHOOL WHEN WE WERE CONSIDERING WHO SHOULD BE CANDIDATES FOR MOOT COURT OR WHO SHOULD BE CANDIDATES FOR THE MOOT COURT BOARD, WHICH WAS SORT OF THE PEOPLE THAT HAD PERFORMED MOST LIKELY AND WHO WOULD -- THE BEST IN THAT PROGRAM AND WHO WOULD RUN THE NEXT YEARS PROGRAM. WE DEBATED WHETHER THE ACCEPTANCE FOR THAT COMMITTEE SHOULD INCLUDE AFFIRMATIVE ACTION CONSIDERATIONS, AND ONE PERCEPTION WAS, WELL, WE ALL GOT INTO BOALT HALL WE'RE ALL EQUAL NOW, WE DON'T NEED ANYMORE AFFIRMATIVE ACTION DOWN ON THE ROAD. BUT, IF YOU TAKE THAT POSITION THE PROBLEM BECOMES,WHERE DO YOU DRAW THE LINE? IS EVERYONE EQUAL AFTER LAW SCHOOL? AND, THEN YOU CAN STOP AFFIRMATIVE ACTION CONSIDERATIONS WITH THE JOB MARKET. THE POINT IS, THAT IF PEOPLE ARE AFFECTED ECONOMICALLY, SOCIALLY AND CULTURALLY BY THEIR BACKGROUND, THAT YOU JUST HAVE TO REEVALUATE HOW MUCH OF A NEED FOR AFFIRMATIVE ACTION YOU NEED AT DIFFERENT LEVELS FOR DIFFERENT GROUPS. FOR THE UNDERGRADUATES THE ISSUE SEEMS TO BE, THE CEILING ARGUMENT, ARE WE ACCEPTING TOO MUCH? WELL, YOU

HAVE TO EVALUATE THAT IN TERMS OF WHAT THE IMPACT IS ON THE UNIVERSITY, IS THE UNIVERSITY BEING HAMPERED BY THIS IN ANY WAY? AND SO FAR, THERE HASN'T BEEN ANY ARGUMENT THAT THE UNIVERSITY IS LOSING IN ITS COMPOSITION BECAUSE THERE MIGHT BE A HIGHER NUMBER OF ASIANS THAN SOME PEOPLE WOULD CONSIDER TO BE PROPER. I MEAN THE WHOLE IDEA OF OVER ADMITTING PEOPLE IS A RELATIVE NOTION. IT JUST HAS TO BE REEVALUATED FOR THE UNDERGRADUATE LEVEL.

SO YOU'RE SAYING THAT IF WE GO AHEAD AND ADMIT SAY ASIAN STUDENTS, BASED ON AFFIRMATIVE ACTION, ARE WE THEN NOT IN CONFLICT WITH WHAT EXACTLY THE PROBLEM IS AT THE UNIVERSITY ADMISSIONS TODAY, IN THAT THERE'S A CLAIM THAT THERE'S AN OVER REPRESENTATION AND HOW DOES AFFIRMATIVE ACTION DOVETAIL INTO THAT?

THE ARGUMENTS ARE DIFFERENT, WHAT I AM SAYING IS THAT UNDER-REPRESENTATION IS RELATIVE, I'M NOT SAYING THAT THERE'S SOME MAGIC NUMBER AND THAT IF YOU'RE OVER THAT NUMBER OR UNDER THAT NUMBER THAT A CERTAIN GROUP, IN THIS CASE, ASIAN ARE OVER REPRESENTED OR UNDER REPRESENTED, BUT WHAT I'M SAYING IS THAT RELATIVE TO THE POOL THAT'S AVAILABLE THAT ONE GROUP OF APPLICANTS IS GETTING IN AT A MUCH LOWER RATE THAN OTHERS, THEY HAVE BEEN EXCLUDED FROM AFFIRMATIVE ACTION BASED ON THE PERCEPTION THAT THEY WERE STRONG ENOUGH TO COMPETE. THIS IS A VERY ISOLATED SPECIAL CASE. THE OVER REPRESENTATION ARGUMENT IS COMPLETELY SEPARATE, AND THAT IS THAT SOME PEOPLE THINK THAT THERE IS -- I MEAN -- I DON'T KNOW WHAT THE OVER REPRESENTATION ARGUMENT IS. IS IT THAT THERE'S JUST SOME CEILING LEVEL OF ASIAN APPLICANTS AND THAT IF YOU EXCEED THAT

SOMEHOW IT'S BAD, OR IS IT THAT ASIAN APPLICANTS ARE GETTING IN AT MUCH HIGHER ACCEPTANCE RATES THAN OTHER GROUPS. I THINK YOU HAVE TO EVALUATE IT WITH DIFFERENT NUMBERS AND LOOK AT IT FROM THAT VIEW POINT. IF ASIAN APPLICANTS ARE GETTING IN AT 90% OF THEIR POOL RATE AND OTHER GROUPS ARE GETTING IN AT MUCH LESS, THEN YOU HAVE TO CONSIDER WHETHER THERE IS AN ARGUMENT TO BE MADE FOR OVER REPRESENTATION. UNTIL YOU -- IF THAT'S THE ANGLE THAT YOU WANT TO LOOK AT IT FROM AND UNTIL YOU DO, YOU CAN'T REALLY COME TO ANY CONCLUSION AS WHAT DEFINES OVER REPRESENTATION FOR A GIVEN GROUP.

OTHER THAN ADMISSIONS, WHAT DO YOU FEEL AS A GRADUATE OF BOALT HALL AND THE UNIVERSITY SYSTEMS, WHAT DO YOU FEEL IS THE MISSION OF THE UNIVERSITY IN OVERALL EDUCATION AS OPPOSED TO JUST FOCUSING ON ADMISSIONS? WHAT DO YOU WANT THE UNIVERSITY SYSTEM TO DO THAT THEY -- FOR THE STUDENTS OF CALIFORNIA?

TO PROVIDE EDUCATION AS A DIVERSE LIFE PREPARING EXPERIENCE, AND THAT INCLUDES BEING ABLE TO HANDLE AN INCREASINGLY INTERCULTURAL ENVIRONMENT IN THE STATE AND IN THE COUNTRY, AND THAT INCLUDES NOT JUST HAVING EDUCATIONAL OR ACADEMIC OPPORTUNITIES AVAILABLE AT A CERTAIN QUALITY, BUT HAVING IT OFFERED IN AN ENVIRONMENT THAT PROMOTES INTERCULTURAL EXCHANGE AND PROMOTES PREPARATION FOR INTERCULTURAL ENVIRONMENT.

THANK YOU. I DIDN'T MEAN TO BREAK THE QUESTION, BUT THERE'S SOMETHING I'VE BEEN FOCUSING ON EACH OF THE (UNINTELLIGIBLE

THANK YOU.

WELL, FIRST MISS HIRAMOTO, IF I NEED COUNSEL I'D CERTAINLY LIKE TO HAVE SOMEONE WHO'S AS ELOQUENT AS YOU ARE. ONE QUICK QUESTION, IF YOU'D BE SO KIND. I'M INTRIGUED BY

THESE STATISTICS FOR 1986 AND 1987, DO YOU HAVE ANY RATIONALE FOR WHY THE TREMENDOUS INCREASE IN THE PERCENTAGE OF APPARENT ADMITS IN '86 AND THEN THE PRECIPITOUS DECLINE IN '87?

WELL, '87 IS PRELIMINARY DATA, ONE REASON THAT IT APPEARS TO BE SO LOW IS THAT IN THAT YEAR, 4 OUT OF 51 OR SOME -- IT'S ON THE FIRST PAGE. 4 OUT OF 54 JAPANESE AMERICAN APPLICANTS WERE ACCEPTED IN THE FIRST ROUND. THAT MEANS THAT BEFORE CANDIDATES WERE ACCEPTED OUT OF THE WAIT LIST, THAT'S THE TOTAL AMOUNT THAT GOT IN. AND, THIS SET OFF RED LIGHTS AND WE WENT AHEAD AND DID THE STUDY. WHAT HAPPENED AFTER IS, THAT BETH CABONILLO (PHONETIC) STATEGICALLY USES THE WAIT LIST TO ADDRESS PROBLEMS SHE SEES IN JUST THE GENERAL ROUNDUP APPLICANTS, THIS IS NOT JUST FOR JAPANESE AMERICAN APPLICANTS, BUT FOR WHATEVER GROUP, IF SHE FEELS THAT NOBODY'S GOTTEN IN. SO, THE NUMBER WENT UP A LITTLE BIT AFTER THAT, BUT I'M NOT SURE HOW MUCH. '86 IS JUST A YEAR WHERE THE POOL WAS UNUSUALLY STRONG, AND PEOPLE GOT IN. WHAT I WOULD LIKE TO EMPHASIZE IS THAT JUST THE GENERAL TREND IS AT THE PINK NUMBERS AT THE BOTTOM. THANK YOU VERY MUCH.

THANK YOU FOR TAKING YOUR SUNDAY MORNING WE APPRECIATE IT VERY MUCH AND WE'LL DISTRIBUTE THE REPORT TO EVERYBODY ON THE COMMITTEE. IT WON'T HAVE THE COLORS THOUGH, UNLESS SOMEBODY'S GOT A MACHINE THAT WILL COPY COLORS, BUT THANK YOU FOR TAKING THE TIME TO DO THAT. ALL RIGHT, BRUCE QUAN IS A GRADUATE AND A MEMBER OF THE -- WELL, YOU CAN INTRODUCE YOURSELF.

HI, MY NAME IS BRUCE QUAN AND I'M HERE AT THE REQUEST OF JUDGE KAWAICHI TO GIVE MY VIEWS ON WHAT'S GOING ON

HERE. LET ME GIVE YOU THE GENERAL DISCLAIMERS FIRST. I REPRESENT NOBODY BUT MYSELF, AND THEN GIVE YOU A LITTLE BIT ABOUT MY BACKGROUND. I AM A 1971 GRADUATE OF THE UNDERGRADUATE SCHOOL HERE. I'M A 1975 GRADUATE OF THE LAW SCHOOL HERE. I'M A LITTLE CALMER THAN MOST PEOPLE, HAVING THROUGH THE 60'S AND 70'S GOTTEN MY ANGRY PART OUT OF MY SYSTEM. IN THE LATE 60'S WE, THERE'S A GROUP OF US, PUT TOGETHER SOMETHING CALLED "ETHNIC STUDIES", HERE. IN THE 70'S AT THE LAW SCHOOL, WE HAD OUR OBLIGATORY STRIKE FOR MORE ETHNIC FACES AT THE LAW SCHOOL. IN 1972 I WAS FORTUNATE ENOUGH TO SERVE AS STUDENT BODY PRESIDENT HERE AT BERKELEY, AND NOW AM A MEMBER OF THE COMMUNITY. I DON'T WANT TO BE THE EXPERT THAT COMES AND TELLS YOU HOW YOU SHOULD TILL THE FIELD AGAIN, BECAUSE I THINK EVERYBODY IS GIVING YOU ADVICE AS THE FARMER ON HOW YOU SHOULD TILL YOUR FIELD. I AM A LITTLE CONCERNED ABOUT THE PERCEPTION OF THE UNIVERSITY AS IT AFFECTS WHAT I AM DOING NOW. I AM CURRENTLY SPENDING, PERHAPS, A THIRD TO HALF MY TIME DOING BUSINESS AND TEACHING IN CHINA. WHEN I WAS THERE LAST OCTOBER, AND I TEACH LAW GRADUATE STUDENTS AND BUSINESS GRADUATE STUDENTS IN CHINA, THEY ASK ME THE QUESTION ABOUT"WHAT IS GOING ON AT THE UNIVERSITY", THEY ALWAYS THOUGHT THAT DESPITE THE RACIAL PROBLEMS OF THE -- AMERICAN SOCIETY, THEY COULD DEPEND ON THE UNIVERSITY OF CALIFORNIA, AS BEING THAT PLACE WHERE THEY COULD COME AND FEEL AS IF THEY COULD GET AN EDUCATION WITHOUT THE SOCIAL PREJUDICE THAT ACOMPANIES BEING PART OF THE SOCIETY. SO, I HAD TO SPEND AT LEAST TWO OR THREE SESSIONS TRYING TO CONVINCE THEM THAT THE ADMISSIONS PROBLEM AT BERKELEY WAS AN ABERRATION AND NOT REALLY A REFLECTION OF THE TOTAL SOCIETY.

UNFORTUNATELY, WHAT HAS HAPPENED IN MY UNOFFICIAL ADVISORY CAPACITY TO SEVERAL OF THE CHINESE LAW STUDENTS, AND ALSO MY CAPACITY AS AN ADVISOR AND FRIEND TO MANY OF THE CHINESE SCHOLARS AND STUDENTS WHO COME HERE, IS THAT THEY FIND THAT THE ATMOSPHERE HERE AT THE UNIVERSITY IS NO LESS DIFFICULT THAN IN THE GREATER SOCIETY. THAT IS, THEY FIND THAT THE PREJUDICE WHICH EXISTS OUTSIDE IS MIRRORED BY THE PREJUDICE WHICH IS WITHIN THE UNIVERSITY. AND DRAWING FROM MY OWN EXPERIENCE, AND I'M PROBABLY THE EXCEPTION RATHER THAN RULE, I STARTED SCHOOL HERE IN 1964 AND HUNG AROUND FOR A WHILE UNTIL 1975 AS A QUASI-PROFESSIONAL STUDENT, HAVING OBTAINED SEVERAL UNDERGRADUATE DEGREES AND THEN MY LAW DEGREE HERE. IT'S NOT EASY FOR AN ASIAN AMERICAN STUDENT TO COME TO THE UNIVERSITY OF CALIFORNIA. I THINK I'VE TAKEN AS MUCH ADVANTAGE OF THE UNIVERSITY AS ANY ASIAN AMERICAN STUDENT CAN, UTILIZING ITS FACILITIES AND TRYING TO GIVE BACK AS MUCH AS I CAN, BUT THE PAIN OF PREJUDICE WHICH I SUFFERED HERE,EVEN IN THE OFFICIAL POSITIONS WHICH I OCCUPIED, WAS GREAT. THERE WERE MANY OCCASIONS WHERE I WAS TOLD EARLY ON IN MY CAREER HERE AT BERKELEY, WHERE I WALKED INTO A FRATERNITY HOUSE BY MISTAKE, "THAT NO CHINKS WERE ALLOWED." AND, IN MANY OF MY INTERACTIONS WITH MY PROFESSORS, THEY WERE ASTONISHED THAT I WAS AS AGGRESSIVE AND ASSERTIVE AS I WAS, CAUSED A LITTLE PROBLEM,AND SO I THINK WHAT I'D LIKE TO SHARE WITH YOU TODAY, SINCE EVERYBODY ELSE HAS TALKED ABOUT ADMISSIONS, AFFIRMATIVE ACTION, SOCIAL LIFES HERE, IS TO TRY TO GIVE YOU SOME IDEA OF WHAT THE PERCEPTION IS OF THE UNIVERSITY. THE UNIVERSITY STARTS OFF OR HAS STARTED OFF WITH A GREAT WELL OF GOODWILL IN

ASIA. THERE'S NO QUESTION BUT THAT ASIA IS A 21ST CENTURY. AND THERE'S NO QUESTION BUT THAT ONE OF THE LARGEST GROUPS, ETHNIC GROUPS WILL BE A COMPOSITE ASIAN COMMUNITY HERE IN CALIFORNIA. UNLESS THE UNIVERSITY UNDERSTANDS WHAT ITS ROLE IS, IN SERVING THE LARGER COMMUNITY,AND BY THE LARGER COMMUNITY, I MEAN, NOT ONLY THE COMMUNITY HERE IN CALIFORNIA BUT THE COMMUNITY IN ASIA, THEN THE UNIVERSITY WILL (UNINTELLIGIBLE AWAY A LOT OF ITS GOODWILL. WE HAVE ALREADY SEEN, I THINK IN SOME INSTANCES, THAT THE UNIVERSITY HAS LOST ITS ABILITY TO BE COMPETITIVE, U.C.S.D. HAS BECOME THE PACIFIC RIM STUDY CENTER, I THINK HARVARD AND COLUMBIA IN TERMS OF CHINESE CENTER, CHINESE LAW STUDY CENTERS HAVE TAKEN THE LEAD OVER BERKELEY. I THINK THAT ALTHOUGH THE CHINESE ASK "WHY DOESN'T BERKELEY TAKE THE LEAD IN CERTAIN AREAS", BERKELEY HAS NOT MADE AN AFFIRMATIVE MOVE TO EXPAND ITS SCOPE OF CONSIDERATION TO INCLUDE NOT ONLY ASIAN AMERICANS BUT ALSO ASIANS, AND SO IT IS WITH THAT FEELING THAT I HAVE COME TODAY TO TRY TO EXPRESS MY CONCERN THAT THE PEOPLE THAT THE ASIANS, THAT IS THE PEOPLE IN ASIA HAVE THE GREATEST AFFINITY TO OUR PEOPLE OF ASIAN DESCENT WHO HAVE SETTLED HERE IN CALIFORNIA. THE MORE THE PERCEPTION OF THE UNIVERSITY AS LIMITING THOSE PEOPLE TO THE EDUCATION AT BERKELEY, THE MORE I THINK BERKELEY AS THE UNIVERSITY WILL SUFFER IN ITS FUTURE RELATIONS WITH PEOPLE FROM ASIA. MORE THAN THAT, I THINK THAT THE INABILITY OF THE UNIVERSITY IS TO UNDERSTAND WHAT ITS ROLE IS, WILL CAUSE IT TO LOSE SOME OF THE BRIGHTEST MINDS IN BOTH CALIFORNIA AND ASIAN AND THAT IS A REAL CONCERN BECAUSE CHINA WILL BE VERY, VERY IMPORTANT AS A PART OF THE PACIFIC RIM. THE CHINESE HAVE

COME TO RELY UPON CHINESE AMERICANS AND OVERSEAS CHINESE TO BE THEIR EYES AND EARS IN THE WORLD. THE LESS THE NUMBER OF PEOPLE WHO HAVE THE OPPORTUNITY TO COME TO BERKELEY, THE LESS BERKELEY WILL HAVE THE OPPORTUNITY TO UTILIZE THOSE PEOPLE AS AMBASSADORS OF GOODWILL TO ASIA. AND SO, I THINK I WOULD CONCLUDE MY REMARKS BY SAYING THAT IT IS OF GREAT CONCERN, I HAVE BEEN ASKED THE QUESTION NUMEROUS TIMES, I HAVE NO SOLUTION FOR YOU, I THINK IT'S A DIFFICULT PROBLEM, I THINK BOTH HENRY DER (PHONETIC) AND OTHER PEOPLE HAVE ADDRESSED THE ISSUE OF ADMISSIONS WITH JUDGE KAWAICHI, BUT FROM THE COMMUNITY'S STANDPOINT THERE IS A GREATER CONCERN AND I'M NOT SURE HOW YOU RESOLVE THAT. THE PERCEPTION NOW THAT U.C. BERKELEY IS NO MORE THAN A MIRROR OF GREATER SOCIETY.
THANK YOU.

LET ME GO BACK TO MY QUESTIONS OF THE ADMISSION AT THE UNIVERSITY, BUT I WOULD REALLY LIKE TO HEAR IT FROM YOU FROM THE PROSPECTIVE FROM HAVING TALKED TO STUDENTS IN CHINA, HAVING, OBVIOUSLY, A GREAT DEAL OF DISCUSSION AS TO WHAT THEIR PERCEPTION OF THE UNIVERSITY IS AND PERHAPS,THEN, THEIR PERCEPTION OF THE ADMISSION OF THE UNIVERSITY.

YESTERDAY I HAD A CONVERSATION WITH A WOMAN WHO IS A VERY HIGH RANKING OFFICIAL, WHO HAS COME TO THE UNITED STATES TO STUDY. AS SOON AS WE SAT DOWN SHE SAID "WHY IS THE UNIVERSITY SO RACIST, WHY HAVE THEY TOLD ME THAT THEY HAVE THEIR QUOTA OF ASIANS IN A CERTAIN PROFESSIONAL SCHOOL AND WOULD NOT CONSIDER ANY MORE?" I SAID, WELL, THE ONLY THING I CAN DO IS, YOU CAN SEND ME THE RESUME AND I WILL TRY TO TALK THE PEOPLE. NOW, SHE HAS A PERCEPTION, SHE WILL GO BACK

SHE'S VERY -- VERY HIGH UP IN SHANGHAI, AND I SPENT PRETTY MUCH THE WHOLE HOUR TRYING TO CONVINCE HER THAT THE UNIVERSITY OF CALIFORNIA IS NOT THAT WAY. THE PERCEPTION IS NOT VERY GOOD. PERCEPTION OF THE CHINESE STUDENTS IS, I THINK, THAT THE PEOPLE THAT I TALKED TO, IS A VERY NEGATIVE ONE WITH THE UNIVERSITY. SO THAT THE STUDENTS WHO COME HERE, COME HERE, GET AN EDUCATION, TAKE AS MUCH AS THEY CAN BUT GIVE NOTHING BACK. AND, BY THE WAY, THAT IS, I BELIEVE THE PERCEPTION OF MANY PEOPLE IN THE COMMUNITY WHO,BUT FOR THEIR ADVERSE EXPERIENCE HERE AT THE UNIVERSITY, WOULD CONTRIBUTE FUNDS TO THE UNIVERSITY TO HELP IT GROW. THAT IS,MOST OF THE PEOPLE THAT I'VE TALKED TO IN THE CHINESE AMERICAN COMMUNITY VIEW THE UNIVERSITY AS NO MORE THAN A STOPPING POINT, THAT THEY TOLERATE THE FOUR YEARS HERE, THEY SUFFER THE ABUSE, THEY GET THEIR EDUCATION, THEY THEN MOVE ON TO WHATEVER PROFESSIONAL CAREERS THEY CHOOSE TO ENGAGE IN AND DO NOT GIVE MUCH THOUGHT TO CONTRIBUTING TO THE UNIVERSITY OTHER THAN THE FACT THAT THEY RECEIVED THEIR EDUCATION. SO, I THINK THAT'S ONE OF THE PROBLEMS THAT THOSE OF US IN THE CHINESE ALUMNI ASSOCIATION AND THE CHINESE ALUMNI FOUNDATION, I THINK WE HAVE TWO GOOD REPRESENTATIVES HERE, BERT MAH AND DAISY QUAN (PHONETICS) WHO CAN TALK TO YOU ABOUT THAT. WE HAVE A DIFFICULT TIME, I THINK, TRYING TO CAPTURE SOME OF THE YOUNGER GENERATION, TO HAVE THEM RETURN SOME OF THEIR SKILLS TO THE UNIVERSITY AND SOME OF THE FUNDS THAT THEY EARN TO THE UNIVERSITY.

///

///

///

SO YOU'RE SAYING THAT THEIR PERCEPTION BASICALLY IS, "BERKELEY'S A PLACE TO GO TO SCHOOL BUT NECESSARILY A LIFE EXPERIENCE FOR AN EXPENSE OF SAY FOUR OR FIVE YEARS."

THAT'S TRUE. BERKELEY IS -- YOU GET YOUR EDUCATION AND YOU GET THE HECK OUT OF HERE.

I DON'T KNOW AS I HAVE A QUESTION, BUT ALL OF YOUR COMMENTS ARE VERY INTERESTING AND INTELLING (PHONETIC), THE LAST ONES ARE VERY DISQUIETING FOR A LOT OF REASONS. ONE SHOULD CERTAINLY WANT TO TREASURE ONES COLLEGIATE AND UNIVERSITY EXPERIENCE, AND I'M TROUBLED BY WHAT YOU SAY NOT BECAUSE YOU SAY IT, BECAUSE OF ITS EXISTANCE. THAT ALSO, HAS UNFORTUNATE CONSEQUENCES FOR PEOPLE WHO WANT TO COME FROM OTHER PLACES, OTHER COUNTRIES, TO STUDY HERE BECAUSE, AS WE KNOW, THE TUITION AND COST FOR STUDENTS FROM ABROAD IS VERY HEAVY BURDEN FOR THEM. I DON'T HAVE ANY SOLUTION FOR WHAT YOU'RE TALKING ABOUT AT THE MOMENT BUT I CERTAINLY TAKE IT TO HEART, AND IT'S SOMETHING WE MUST DEAL WITH. BY THE WAY, I DO HAVE TO SAY THIS BECAUSE, PERHAPS, MOST OF US DON'T KNOW,BUT WHEN BENJAMIN IDE WHEELER (PHONETIC) WAS THE PRESIDENT OF THIS UNIVERSITY IN THE 1890'S AND EARLY 1900'S, HE MADE MANY STATEMENTS THAT THE UNIVERSITY'S FUTURE WAS THE PACIFIC RIM AND MADE EXTRAORDINARY EFFORTS TO TRY TO MAKE THAT HAPPEN. LET'S HOPE THAT, ALTHOUGH, A CENTURY LATE, WE MAY BE MOVING IN THAT DIRECTION. THANK YOU.

BETTER LATE THAN NEVER. THANK YOU, BRUCE, FOR SHARING YOUR TIME WITH US AND APPRECIATE YOUR REMARKS. OKAY, HENRY, YOUR NAME HAS BEEN TAKEN IN VARIOUS CONTEXT, SO FAR THIS MORNING, SO YOU MIGHT AS WELL SPEAK FOR YOURSELF, FIRST

INTRODUCING YOURSELF IF YOU WOULD.

GOOD MORNING, MY NAME IS HENRY DER, WITH CHINESE FOR AFFIRMATIVE ACTION. I WILL TRY TO BE VERY BRIEF --

IF YOU WANT TO USE THE TABLE OR THE PODIUM, YOU CAN, I SEE --

I THINK THE CONFIGURATION IN THIS ROOM IS KIND OF STRANGE, YOU FOLKS ARE FACED THIS WAY AND THE AUDIENCE IS ON THIS SIDE AND THE MIC--

THIS IS WHERE THE FACULTY MEETS, THAT'S WHY IT'S SO STRANGE.

PICK A PLACE WHERE YOU'RE COMFORTABLE OR IF THAT'S --

THIS IS LIKE GIVING A LECTURE. I WOULD NOT LECTURE YOU. NOW, I WILL TRY TO BE VERY BRIEF BECAUSE I KNOW THAT IT'S A BEAUTIFUL DAY OUTSIDE AND EVERYBODY PROBABLY WOULD LIKE TO ENJOY THE GOOD WEATHER. I DO APPRECIATE THIS OPPORTUNITY TO OFFER SOME OBSERVATIONS AND COMMENTS ABOUT THE ATTITUDES AND PERCEPTIONS OF CHINESE AMERICANS, ASIAN AMERICANS, IN GENERAL, WITH REGARDS TO THIS PARTICULAR CAMPUS. I DO NOT HAVE A CHINA STORY TO TELL, AS WAS JUST TOLD BY BILL, I DO HAVE A PITTSBURGH, PENNSYLVANIA STORY TO TELL. ABOUT TWO WEEKS AGO I WAS BACK EAST TESTIFYING BEFORE THE U.S. CONGRESS ON A COMPLETELY UNRELATED MATTER AND ON MY WAY BACK I HAD THE OCCASION TO SIT NEXT TO A COUPLE FROM PITTSBURGH, PENNSYLVANIA. THEY WERE PARENTS OF TWO ADOPTED KOREAN CHILDREN. NO SOONER HAD I INDICATED,JUST VERY BRIEFLY, WHAT KIND OF WORK I DO HERE IN THE BAY AREA, WITHOUT MENTIONING CHINESE AFFIRMATIVE ACTION OR THE PRESSING ISSUES THAT ARE ON THE AGENDA OF THIS PARTICULAR SUBCOMMITTEE, SUBCOMMITTEE AND COMMITTEE AS A WHOLE, THEY WERE VERY QUICK TO ASK ME, "CAN YOU TELL US SOMETHING ABOUT THE QUOTA PROBLEMS AT U.C. BERKELEY, BECAUSE WE HAVE TWO KIDS AND THEY'RE ON THEIR WAY GOING TO COLLEGE AND WE'RE TRYING TO FIGURE OUT HOW CAN THEY BEST GET INTO SOME OF THESE NATIONAL UNIVERSITIES?" AND, IT WAS INTERESTING THAT IN THE CONCLUSION OF A VERY LONG DISCUSSION THAT THEY WERE IN FACT SAYING, "WELL, MAYBE WE WILL HAVE OUR DAUGHTER, WHO IS A JUNIOR THIS YEAR, TO LOOK INTO GROVE CITY COLLEGE",WHICH IS OF SOME NOTORIETY IN SOME OF THE RECENT SUPREME COURT DECISIONS AND U.S. CONGRESSIONAL LEGISLATIVE ACTIONS TO UPHOLD THE INTENT OF THE ORIGINAL 1964 CIVIL RIGHTS ACT. CLEARLY THE DEBATE THAT HAS OCCURRED HERE IN -- ON THIS PARTICULAR CAMPUS AND UNIVERSITY WIDE, HAS CAPTURED THE ATTENTION AND CONCERN OF EVERY ASIAN AMERICAN ACROSS THIS COUNTRY. I THINK IN ANSWER, TO JUMP AHEAD, I THINK, WHAT DOES BERKELEY MEAN TO ASIAN AMERICANS AND TO PEOPLE ACROSS THE COUNTRY. I THINK WITHOUT A DOUBT, WITHOUT ANY DEBATE, THE U.C. BERKELEY CAMPUS MEANS ACADEMIC EXCELLENCE, THE PURSUIT OF KNOWLEDGE THE BEST AND THE BRIGHTEST OF THE STUDENTS OF THIS COUNTRY, IN PARTICULAR, HERE IN CALIFORNIA, IN THE REGION, WANTING TO STUDY HERE AT BERKELEY BECAUSE OF THE DEPTH AND THE BREATH OF THE PROGRAMS THAT ARE OFFERED. AND, I SAY THAT, KNOWING VERY WELL, THAT THE QUALITY OF THE UNDERGRADUATE EDUCATION HERE IS HIGHLY QUESTIONABLE. I THINK THAT MY WORK AT -- ON THE STATE COMMISSION TO RENEW THE MASTER PLAN, I THINK IT'S BEEN NO SECRET WHATSOEVER WITH REGARDS TO THE CRISIS IN UNDERGRADUATE EDUCATION, THE LARGE UNDERGRADUATE CLASS SIZE AND THE ALIENATION THAT ALL STUDENTS FEEL, WHETHER THEY ARE ASIAN, WHITE, BLACK OR BROWN. ALSO, I THINK OF A

PROFESSOR,NEIL SMELSER (PHONETIC) ISSUED HIS REPORT ABOUT THE STATUS OF UNDERGRADUATE EDUCATION ABOUT TWO YEAR AGO AND IT'S PRECIPITATED A LOT OF DISCUSSION, BUT NONE THE LESS, WHEN WE CAN TAKE THAT ALL INTO CONSIDERATION, BERKELEY MEANS ACADEMIC EXCELLENCE. AND, EVERY PLACE WE GO, EVERY ARTICLE THAT IS PUBLISHED THAT COMPARES UNDERGRADUATE CAMPUSES, BERKELEY ALWAYS RANKS AMONG THE TOP FIVE AND EASILY THE TOP TEN. JUST LAST YEAR, IN A SURVEY OF NATIONAL UNIVERSITY -- OR OF COLLEGE PRESIDENTS ACROSS THE COUNTRY, FOR THOSE NATIONAL UNIVERSITIES, BERKELEY AND I BELIEVE THE UNIVERSITY OF MICHIGAN, WERE THE ONLY PUBLIC UNIVERSITIES THAT RANKED WITHIN THE TOP TEN. WHEN WE COMPARE THE COST OF ATTENDING THIS CAMPUS WITH ATTENDING STANFORD, PRINCETON, HARVARD AND YALE, WHERE THE COSTS ONE-TENTH. IT'S EASY TO UNDERSTAND WHY A HIGHLY COMPETITIVE STUDENT OR I SHOULD JUST SAY, A COMPETITIVE STUDENT, WOULD WANT TO STUDY HERE, AND THAT SENSE OF WANTING TO COMPETE IS NOT ONE OF ONLY,FOR JUST ASIAN AMERICANS STUDENTS,BUT,I BELIEVE FOR THOSE WHO COME FROM THE BLACK COMMUNITY, THE HISPANIC COMMUNITY, HOWEVER THEY COME HERE, WHETHER WE HAVE AN AFFIRMATIVE ACTION PROGRAM FOR UNDER REPRESENTED MINORITY GROUP MEMBERS OR NOT, I THINK EVERYBODY WHO APPLIES HERE KNOWS,VERY WELL, THAT THE SCOPE IS VERY INTENSE IN TERMS OF COMPETITION. I THINK THAT BERKELEY SHOULD BE QUITE PROUD THAT IT HAS ESTABLISHED THIS TRADITION OF COMPETITION, THIS TRADITION OF PURSUIT OF ACADEMIC EXCELLENCE, IN LIGHT OF THE DECADES THAT WE HAVE GONE THROUGH, OF NOT KNOWING WHAT SHOULD BE THE ROLE AND PURPOSE OF THE UNIVERSITY, AND WHETHER THERE SHOULD OR SHOULD NOT BE ANY KIND OF COMPETITION. NOW HAVING SAID THAT, I WOULD JUST

LIKE TO DIRECT MY COMMENTS ON JUST TWO PROBABLE AREAS, AND I SHOULD UNDERLINE MY COMMENTS BY SAYING THAT I HAD THE FORTUNE, LAST FRIDAY, TO RECEIVE A COPY OF THIS HANDBOOK CALLED FRESHMAN ADMISSIONS AT BERKELEY, DATED FEBRUARY, 1988, AND I APOLOGIZE THAT SINCE THE RECEIPT OF THIS DOCUMENT LAST FRIDAY TO THIS MORNING, I HAVE NOT HAD AN OPPORTUNITY TO REALLY GO THROUGH IT VERY THOROUGHLY, I'VE JUST GONE THROUGH IT IN A VERY -- FLIPPING THROUGH IT IN A VERY QUICK MANNER. AND THERE ARE TWO THINGS FROM THIS AND FROM MY REVIEW OF SOME RECENT DATA, I WOULD OFFER JUST TWO OBSERVATIONS. NUMBER ONE, GIVEN THE SUBSTANTIAL CONCENTRATION OF ASIAN AMERICANS HERE IN THE BAY AREA, AND WHAT THIS PARTICULAR CAMPUS HAS MEANT HISTORICALL TO ASIAN AMERICANS, PARTICULARLY THOSE WHO ARE IMMIGRANTS, THE ISSUE OF ACCESS. I AM SOMEWHAT CONCERNED AND BOTHERED THAT BASED ON THE MOST RECENT CALIFORNIA POST SECONDARY EDUCATION COMMISSION REPORT ON THE COLLEGE GOING RATE OF WHITE, BLACK, HISPANICS AND ASIAN STUDENTS, BY COUNTY, THAT IN 1986 IN COMPARISON TO OTHER COUNTIES IN CALIFORNIA AND WITHIN THE BAY AREA, THAT ONLY 10% OF ALL THOSE ASIAN STUDENTS GRADUATING FROM THE PUBLIC HIGH SCHOOLS IN THE CITY AND COUNTY OF SAN FRANCISCO, ENROLLED AS FIRST TIME FRESHMAN AT THE UNIVERSITY OF CALIFORNIA SYSTEM WIDE. NOW, CALIFORNIA POST SECONDARY EDUCATION COMMISSION DID NOT, IN THAT PARTICULAR REPORT, BREAK DOWN WHICH CAMPUSES THESE STUDENTS WENT, BUT THIS VERY LOW PERCENTAGE OF 10% IS QUITE ALARMING. WHEN WE COMPARE TO THE COLLEGE GOING U.C. RATE OF ASIAN AMERICANS IN OTHER COUNTIES OF THE STATE OF CALIFORNIA. ACCORDING TO THE CALIFORNIA POST SECONDARY EDUCATION COMMISSION, OVER 85% OF

ALL HIGH SCHOOL SENIORS LIVE OR CAME OR STUDIED IN HIGH SCHOOLS, OR GRADUATED FROM THOSE HIGH SCHOOLS, CAME OUT OF 10 COUNTIES IN THE STATE. LOS ANGELES, ORANGE COUNTY, SAN DIEGO, SAN FRANCISCO, SANTA CLARA, SAN MATEO, CONTRA COSTA, ALAMEDA, SAN JOAQUIN AND SACRAMENTO COUNTIES. ONE WOULD THINK THAT THE PERCENTAGE OF U.C., FIRST TIME FRESHMAN, OUT OF SAN FRANCISCO, WOULD BE MUCH HIGHER IN LIGHT OF WHAT HAS NOW BEEN A WELL DOCUMENTED HIGH ELIGIBILITY RATE OF ASIAN AMERICAN HIGH SCHOOL GRADUATES. IN THE RECENT CALIFORNIA POST SECONDARY EDUCATION COMMISSION STUDY OF 1986 HIGH SCHOOL GRADUATES, 32.6% OF ALL ASIANS GRADUATING FROM THE HIGH SCHOOL ARE U.C. ELIGIBLE. SO, WHEN WE LOOK AT THIS FIGURE FOR SAN FRANCISCO OF 10%, IT IS VERY DISTURBING. ONLY SACRAMENTO AND SAN JOAQUIN COUNTIES, WITH REGARD TO THEIR ASIAN HIGH SCHOOL GRADUATES ACHIEVED A LOWER U.C. FIRST TIME FRESHMAN GOING RATE. IN COMPARISON TO THE OTHER COUNTIES, AND I WOULD JUST HASTEN TO ADD, THAT ORANGE COUNTY ASIAN AMERICAN HIGH SCHOOL GRADUATES ACHIEVED THE HIGHEST U.C. FIRST TIME FRESHMAN ENROLLMENT, 25% OF ALL THEIR ASIAN HIGH SCHOOL GRADUATES WENT ON TO U.C. SYSTEM IN 1986. THEN THE TWO COUNTIES THAT FOLLOWED ORANGE, WERE L.A. AT 20% AND SANTA CLARA COUNTY ALSO AT 20%, ACTUALLY IT WAS ONE COUNTY AHEAD OF IT, AND THAT WAS CONTRA COSTA AT 21%. NOW, WHAT DO THESE PERCENTAGES MEAN WITH REGARDS TO ASIAN AMERICAN COMMUNITY? WHAT I BELIEVE IT POINTS TO IS THE PROBLEM THAT THE ASIAN AMERICAN TASK FORCE POINTED OUT BACK IN '83, '84, AND THAT IS, WITH THE CHANGES IN POLICIES WITH REGARDS TO LOW INCOME ASIAN APPLICANTS AND THE LACK OF SPECIAL CONSIDERATION FOR THOSE LOW INCOME STUDENTS, THE ACCESS FOR WHAT WOULD BE

OTHERWISE U.C. ELIGIBLE LOW INCOME STUDENTS HAS BEEN DIMINISHED DURING THE LAST THREE OR FOUR YEARS. AND, THE TASK FORCE IN COMMENTS BEFORE THE U.C. BOARD OF REGENTS HAS URGED THAT BOARD OF REGENTS TO INVESTIGATE, TO LOOK AT, AND TO ULTIMATELY ADOPT A SYSTEM WIDE POLICY WITH REGARDS TO LOW INCOME STUDENTS, AND AS AN ASIAN AMERICAN WE'RE PARTICULARLY CONCERNED ABOUT THE PLIGHT OF LOW INCOME STUDENTS BECAUSE WE KNOW THAT THERE ARE MANY OF THEM HERE IN THE BAY AREA, PARTICULARLY IN THE CITY AND COUNTY OF SAN FRANCISCO. IN COMPARISON TO OTHER BAY AREA COUNTIES, SAN FRANCISCO HAS A MUCH HIGHER PERCENTAGE OF LOW INCOME ASIANS THAN THE PERCENTAGE OF LOW INCOME ASIANS IN SAY, CONTRA COSTA COUNTY OR IN SAN MATEO COUNTY. I'M ACTUALLY STATING THE OBVIOUS BECAUSE THE DISTRIBUTION OF LOW, MIDDLE AND HIGH INCOME PEOPLE ALSO WOULD REFLECT THAT KIND OF DISTRIBUTION FOR MANY OF THE OTHER ETHNIC AND UNMINORITY GROUPS. LET ME JUST MOVE ON TO A SECOND POINT FOR YOUR CONSIDERATION. AND THAT IS, I THINK THIS PARTICULAR HANDBOOK HAS DONE A VERY DETAILED JOB OF DESCRIBING THE STEPS,THE PROCEDURES AND THE RATIONALE FOR THE SELECTION OF A FRESHMAN CLASS DURING THE PAST THREE OR FOUR YEARS. AND, REALLY FOR THE FIRST TIME, THE ADMISSIONS OFFICE AND THE CHANCELLORS OFFICE BOTH HAVE CLEARLY DELINEATED HOW MANY STUDENTS APPLIED AND WERE CONSIDERED, ONLY IN THE A.I.S. CATEGORY, AND THOSE WHO APPLIED AND WERE CONSIDERED FOR THE A.I.S. AND SUPPLEMENTAL CATEGORY, AND THEN THOSE WHO GOT IN BECAUSE OF WHAT THEY WERE CALLED "ASSURED ADMISSIONS", THAT WOULD INCLUDE YOUR AFFIRMATIVE ACTION STUDENTS, YOUR DISABLED STUDENTS, RURAL STUDENTS, ATHLETES AND THOSE THAT ARE SPECIALLY

TALENTED, ARTISTS, MUSICIANS AND THOSE WHO DO EXCEEDINGLY WELL ON EITHER THE MATH S.A.T. TESTS OR THE ENGLISH S.A.T. TESTS. AS I WENT THROUGH THAT, IN A VERY CURSORY FASHION, I BELIEVE THAT THE UNIVERSITY MUST REVISIT THE COMPOSITION OF THOSE STUDENTS WHO ARE ADMITTED AND CONSIDERED FOR ADMISSION. IF WE LOOK AT THE CATEGORY OF ASSURED ACCESS, CLOSE TO 22% OF ALL THOSE WHO WERE ASSURED ACCESS WERE WHITE STUDENTS. THAT PERCENTAGE IS AS HIGH AS THE NUMBER OF BLACKS WHO ARE ASSURED ACCESS BY VIRTUE OF THEIR UNDER REPRESENTATION. SECONDLY, -- (END, TAPE 2, SIDE A) -- AND I SHOULD POINT OUT THAT ONLY 4% OF ASIANS ARE CONSIDERED OR APPLIED WITHIN THIS ASSURED ACCESS CATEGORY, THEN WHEN WE LOOK AT THOSE WHO ARE ADMITTED, A VERY FIRM 22% OF ALL WHITE APPLICANTS WERE ADMITTED BASED -- AMONG THE ASSURED ACCESS GROUP, ONE OUT OF EVERY FIVE WAS -- ONE OUT OF EVERY FIVE ADMITTED WAS A WHITE STUDENT, WHEREAS FOR ASIANS IT WAS ONLY 5% OF THAT POOL, CAME FROM THE ASIAN CATEGORY. SECONDLY WITH REGARDS TO THIS POINT, ON PAGE 16 FROM WHAT I CAN OBSERVE, AND I'VE NOT REALLY BEEN ABLE TO DO THE KIND OF ANALYSIS, BUT IF WE LOOK AT THOSE STUDENTS WHO WERE ADMITTED ON A.I.S. ALONE, ASSURED ACCESS, SPECIAL ACTION, A.I.S. AND SUPPLEMENTAL CRITERIA, 32% OF ALL WHITE STUDENTS ADMITTED IN THE FALL OF '87 CAME OUT OF THAT CATEGORY, NOW, IN COMPARISON ONLY 19.2% OF ASIANS WHO WERE ENROLLED IN THAT YEAR CAME OUT OF THE ASSURED ACCESS CATEGORY. THE POLICY QUESTION OBVIOUSLY HAS TO BE RAISED, AND I'M NOT NECESSARILY KNOCKING ATHLETES OR THOSE WHO ARE DOING VERY WELL IN THE DRAMA, MUSIC AND THE LIKE, BUT IF THE UNIVERSITY CONFIGURES ITS ADMISSION CLASSES WITH THESE KINDS OF GUARANTEES, I THINK ASIAN AMERICANS, IN

COMPARISON TO WHITE APPLICANTS, I THINK WE HAVE A LEGITIMATE QUESTION TO RAISE, AND THAT IS, ARE SOME INDIVIDUALS BEING MORE PROTECTED THAN ASIAN AMERICANS. AND, IF THE JOB OF THE UNIVERSITY IS THE PURSUIT OF ACADEMIC EXCELLENCE THEN WHAT -- HOW DOES THE UNIVERSITY RATIONALIZE A FORMULA AND THE CRITERIA IN TERMS OF THOSE WHO ARE CONSIDERED AND THEN THOSE WHO ARE ASSURED ADMISSION. THE TASK FORCE HAS SUGGESTED TO THE U.C. BOARD OF REGENTS, AND I DON'T THINK THAT IT'S -- THE SUGGESTION IS THAT FARFETCHED, IF THE GOAL OF THE UNIVERSITY IS TO ACHIEVE DIVERSITY IN THE BROADEST SENSE, WHETHER IT'S ACADEMIC DIVERSITY,WHERE PRESIDENT GARDNER (PHONETIC) HAS TALKED ABOUT ADMITTING 3.3'S TO 4.0'S TO RURAL, URBAN, MUSIC, NONMUSIC, ATHLETES, NONATHLETES. THEN I THINK THE UNIVERSITY IF IT'S SINCERE THAT THEIR FIRST PRIORITY IS DIVERSITY, THEN I THINK THE UNIVERSITY SHOULD ADOPT SOME KIND OF LOTTERY SYSTEM, WHEREBY PEOPLE ARE CATEGORIZED BASED ON THE KIND OF DIVERSITY THEY BRING TO THIS CAMPUS AND IF THAT IS THE PROGRAM THEN I BELIEVE IT MUST BE CAREFULLY AND THOROUGHLY EXPLAINED TO ALL THOSE PARENTS AND STUDENTS WHO HAVE THIS PERCEPTION THAT BERKELEY SYMBOLIZES ACADEMIC EXCELLENCE, BUT MORE IMPORTANTLY SYMBOLIZES COMPETITION BASED ON ACADEMIC PERFORMANCE, PERFORMANCE ON TESTS, AND THE LIKE. ONE OTHER SUBPOINT THAT I WOULD RAISE ON THIS ISSUE OF DIVERSITY WHICH IS OF SOME INTEREST TO MANY OF US ON THE TASK FORCE, AND THAT IS, THIS WHOLE NOTION OF THE SUPPLEMENTAL CRITERIA. NOW, IN THIS HANDBOOK ON PAGE 6, WHEN IT TALKS ABOUT THE ESSAY PORTION OF THE SUPPLEMENTAL CRITERIA, THE HANDBOOK TALKS ABOUT HOW THE APPLICANT "HAS AN OPPORTUNITY TO GIVE EVALUATERS A FULL PICTURE OF HIS/HER CHARACTER, PERSONALITY, BACKGROUND, ASPIRATIONS, AND POTENTIAL." NOW, THAT SEEMS REASONABLY EVENHANDED. I WAS IN A PANEL DISCUSSION LAST FRIDAY BEFORE A GROUP OF WESTERN REGION ADMISSION COUNSELORS,AND I WAS ON THIS PANEL BECAUSE THEY WANTED SOME INSIGHT AND COMMENTS ABOUT THIS CONTROVERSY HERE AT U.C. BERKELEY. AND IN REBUTTAL TO WHAT I HAD PRESENTED TO THE PANEL ASSEMBLED AND THE AUDIENCE ASSEMBLED, A GENTLEMAN FROM THE U.C. BERKELEY OFFICE OF ADMISSIONS, AND I THINK IT WAS A STUDENT RECRUITMENT, REBUTTED WHAT I STATED AND WAS VERY STRONG IN STATING THAT I HAD MISINTERPRETED THE SUPPLEMENTAL CRITERIA ESSAY PORTION, THAT THE UNIVERSITY WAS NOT LOOKING FOR WELL ROUNDED STUDENTS. THAT WHAT THE UNIVERSITY WAS LOOKING FOR WAS STUDENTS WHO MIGHT HAVE OVERCOME EXTRAORDINARY BARRIERS IN ORDER TO ACHIEVE WHAT THEY MIGHT ACHIEVE IN TERMS OF ACADEMIC EXCELLENCE IN THEIR HIGH SCHOOL CAREER, AND THE LIKE. AND ALSO THE STUDENT, OR THIS GENTLEMAN TALKED A LITTLE BIT ABOUT POTENTIAL. AND, I WOULD SUBMIT TO THIS COMMITTEE'S CONSIDERATION AND TO YOUR ENTIRE COMMITTEE'S CONSIDERATION, IS THE ASIAN AMERICAN COMMUNITIES, BECAUSE WE ARE CONCERNED ABOUT THE SUPPLEMENTAL CRITERIA, I BELIEVE THAT THE MESSAGE STILL IS NOT CLEAR. THERE ARE MANY MIXED MESSAGES WITH REGARDS TO WHAT IS HAPPENING WITH THIS SUPPLEMENTAL CRITERIA ESSAY PORTION. ARE WE TO SHOW THAT WE'VE OVERCOME THE MOST SEVERE CASES OF ECONOMIC SOCIAL DEPRIVATION, OR ARE WE TO DEMONSTRATE WHAT WE WOULD DO WITH A COLLEGIATE EDUCATION OR EXPERIENCE HERE AT U.C. BERKELEY IN TERMS OF -- OR IS IT AN OPPORTUNITY TO SHOW CREATIVITY IN THE BROADEST SENSE. AND I REALLY BELIEVE THAT MORE ARTICULATION, MORE COMMUNICATION, MORE EXPLANATION IS

NEEDED BECAUSE ASIAN AMERICAN STUDENTS, I BELIEVE, ARE SUPER SENSITIVE ABOUT THIS PARTICULAR ASPECT OF THE SUPPLEMENTAL CRITERIA TO THE POINT THAT BOTH STUDENTS AND FAMILIES, I THINK, ARE AGONIZING IN A VERY, VERY SERIOUS WAY. I THINK THAT THEY AGONIZE THIS ESSAY AS MUCH AS A STUDENT WOULD AGONIZE OVER AN HONOR'S PROGRAM OR ONE OF THE A THROUGH F SUBJECT MATTERS THAT HE OF SHE MUST DO WELL. WITH THAT I WOULD CONCLUDE MY STATING THAT I BELIEVE THAT THIS COMMITTEE OF THE CHANCELLOR HAS A TREMENDOUS OPPORTUNITY TO BRIDGE THE COMMUNICATION BETWEEN ASIAN AMERICAN COMMUNITITES HERE IN THE BAY AREA AND THE CAMPUS AS A WHOLE. I HAVE NOT SPENT ANY TIME THIS MORNING TO TALK ABOUT ASIAN AMERICAN LEADERSHIP HERE ON THE CAMPUS, I DON'T WANT TO UNDEREMPHASIZE IT, OTHER THAN TO STATE THAT THERE IS A VERY, VERY STRONG NEED TO HAVE VISIBLE ASIAN AMERICAN LEADERS IN EVERY ASPECT OF CAMPUS LIFE. I DO NOT BELIEVE THAT ASIAN AMERICANS ARE NOT INTERESTED IN CONTRIBUTING TO THE OVERALL WELL BEING OF THIS CAMPUS. I THINK THERE ARE MANY ASIAN AMERICANS WHO LOVE BERKELEY UNABASHEDLY INSPITE OF ALL THAT HAS BEEN DISCUSSED AT THE -- I MEAN, I AM ALWAYS SHOCKED AND AMAZED HOW MUCH ASIANS LOVE THIS CAMPUS. BUT IT SADDENS ME THAT OVER THE YEARS THE UNIVERSITY AS A WHOLE HAS NOT RECOGNIZED THIS STRONG AFFECTION ASIAN AMERICANS HAVE FOR BERKELEY. WHAT IT HAS MEANT TO OUR COMMUNITY IN TERMS OF ACCESS TO EQUAL OPPORTUNITIES IN THE LARGER SOCIETY, WHY THIS CAMPUS HAS NOT OUTREACHED, GIVEN LEADERSHIP OPPORTUNITIES TO THE ASIAN AMERICANS ON THIS CAMPUS, BOTH WITHIN THE FACULTY AND STAFF. AND, I THINK THAT -- WITH PROFESSOR LEE'S(PHONETIC) PRESENCE HERE AND JANICE KOYAMA'S (PHONETIC) PRESENCE THIS

MORNING AND THEIR ONGOING WORK IN LEADING YOUR COMMITTE, I REALLY -- AND THIS IS WITH ALL DUE RESPECT TO THEM, BECAUSE CLEARLY THEIR APPOINTMENT TO LEAD THIS COMMITTEE REFLECTS THEIR SUBSTANTIAL CONTRIBUTION TO CAMPUS LIFE. BUT, I THINK IT'S A BIT TRAGIC THAT IT TOOK THIS KIND OF COMMITTEE TO HAVE THESE TWO OUTSTANDING ASIAN AMERICANS NOW HOLD THIS KIND OF VISIBLE POSITION WITHIN THE ASIAN AMERICAN COMMUNITY, BECAUSE HERETOFORE ASIAN AMERICANS ARE GENERALLY HIDDEN AND NEGLECTED. IT DID NOT, I MEAN IF YOU WERE TO ASK AN ASIAN AMERICAN FAMILY OR STUDENT, "WHAT ASIAN AMERICAN LEADER WOULD THEY KNOW ON THIS CAMPUS?", I DON'T THINK THAT THEY COULD SAY WITH ANY GREAT CERTAINTY WHO WERE THE ASIAN AMERICAN LEADERS. I THINK THAT'S WRONG. I THINK THIS COMMITTEE CAN PLAY A SIGNIFICANT ROLE IN DEVELOPING AND RECOMMENDING TO THE CHANCELLOR THE NEED TO CULTIVATE THIS LEADERSHIP, BECAUSE IT'S NOT ONLY GOOD FOR THE ASIAN AMERICAN COMMUNITY, FACULTY, STAFF AND STUDENTS, BUT I THINK IT'S GOOD FOR THE UNIVERSITY AS A WHOLE. I THINK IT WILL HELP CEMENT THE KIND OF ONGOING RELATIONSHIP THAT MUST EXIST WELL INTO THE 21ST CENTURY. WITH THAT I WILL CLOSE.

HENRY, I'VE HAD THE PLEASURE OF LISTENING TO SEVERAL OF YOUR PRESENTATIONS IN SEVERAL PLACES ACTUALLY AND IN MY BRIEF WORK WITH THIS COMMITTEE SINCE LAST SEPTEMBER, I'M BECOMING -- IT'S BECOMING ABUNDANTLY CLEAR TO ME THAT NO MATTER WHAT WE DO IN TERMS OF ADMISSIONS, TRYING TO CORRECT THE PROCEDURES AND SO ON AND SO FORTH, THAT SOMEBODY'S GOING TO BE UNHAPPY WITH THE PROCESS. AT THIS POINT IN TIME IT SEEMS AS IF THE ASIAN COMMUNITY IS, AND I THINK ONE OF THE REASONS IS BECAUSE WE'VE KEPT QUIET SO LONG. WHERE IS THIS GOING TO LEAD

US? IN LIGHT OF YOUR EXPERIENCE, IF IN FACT THE ASIAN COMMUNITY THEN WITH THIS GREAT, GREAT OUTCRY AND ALL OF THESE "PRESSURES" THAT WE CAN PUT ON THE ADMINISTRATION AND THE CHANCELLOR NOW, PERHAPS THERE MIGHT BE SOME MODIFICATIONS IN THE PROCEDURES. IF THAT WERE TO COME ABOUT, WOULD THAT NOT RESULT THEN IN MAYBE OTHER AREAS. I'M BEGINNING TO KIND OF FEEL LIKE WERE STICKING OUR FINGER IN THE DIKE, AND RIGHT NOW THE ASIANS ARE CREATING A LITTLE HOLE IN THE DIKE WE'RE TRYING TO PLUG BACK. A FEW YEARS BACK IT WAS THE BLACK MOVEMENT, AND SOMEWHERE IN BETWEEN PERHAPS, WAS THE LATINO MOVEMENT. WHAT'S THE FUTURE AS YOU SEE IT, IN LIGHT OF YOUR EXPERIENCE?

I DON'T BELIEVE IT'S A LITTLE HOLE. I THINK IT'S QUITE LARGE TO THIS DEGREE. ASIAN AMERICANS HERE IN THE BAY AREA AND CALIFORNIA IN GENERAL, THEY FEEL VERY STRONGLY ABOUT WHAT BERKELEY SHOULD BE ALL ABOUT. AND, I DON'T THINK THAT THE PROBLEM IS GOING TO GO AWAY. LET ME SAY IT THIS WAY, I DON'T THINK THE CONCERN IS GOING AWAY, I DO BELIEVE THOUGH,THAT WITH THE WORK OF THIS COMMITTEE AND WITH WHAT CHANCELLOR HAYMAN (PHONETIC) IS TRYING TO DO IN TERMS OF COORDINATING ALL THE ADMISSION POLICIES AND PROCEDURES AMONG THE FIVE COLLEGES, SO THAT IT'S A LITTLE MORE UNIFORM, THERE'S SOME ABILITY TO GET A HANDLE OF IT, THAT I DO, I'M OPTIMISTIC THAT BERKELEY WILL BE ABLE TO COME OUT WITH A MUCH BETTER ARTICULATED ADMISSION POLICIES AND PRACTICES SO THAT PEOPLE UNDERSTAND WHAT BERKELEY IS TRYING TO DO WITHIN THE CONTEXT OF ALL THE PRESSURES AND DEMANDS THAT ARE PLACED ON THIS UNIVERSITY. THE GREATEST SOURCE OF ANGER, DISCOMFORT AND FRUSTRATION HAS BEEN THE INABILITY OF THE COMMUNITY TO UNDERSTAND WHAT THIS

CAMPUS IS DOING AND WHERE IT IS HEADED FOR, BECAUSE THE MESSAGES HAVE BEEN MIXED. THEY'VE NOT BEEN VERY CLEAR. I THINK THE TASK FORCE HAS RAISED SOME VERY LEGITIMATE CONCERNS ABOUT THE PLIGHT OF LOW INCOME STUDENTS AND HOW, FOR EXAMPLE, IF YOU LOOK AT PROTECTED CATEGORIES, AND LETS BE VERY BLUNT ABOUT IT, ABOUT ATHLETES. IF ATHLETES ARE BEING PROTECTED AND A DISPROPORTION NUMBER OF WHITE APPLICANTS ARE BEING PROTECTED, THEN I THINK THE UNIVERSITY HAS TO BE VERY UPFRONT AND HONEST ABOUT IT. BECAUSE THE RACIAL TENSION THAT HAS OCCURRED ON THIS CAMPUS IN THE LAST TWELVE MONTHS HAS LARGELY BEEN FOCUSED ON MINORITY STUDENTS, PARTICULARLY UNDER REPRESENTED MINORITY STUDENTS BECAUSE THERE'S THIS NOTION THAT BY VIRTUE OF BLACK STUDENTS NOT HAVING TO COMPETE BECAUSE OF THEIR UNDER REPRESENTATION, THEY THEREFOR ARE NOT AS COMPETITIVE AS OTHER STUDENTS, I.E., WHITES AND ASIAN STUDENTS. BUT, THE FACT OF THE MATTER IS, THERE ARE AS MANY -- THERE'S A VERY SIZABLE NUMBER OF WHITE STUDENTS WHO ARE BEING PROTECTED. AND, I BELIEVE THEN, THIS UNIVERSITY HAS A ABSOLUTE OBLIGATION TO EXPLAIN THAT TO THE PUBLIC, TO MINIMIZE RACIAL DIVISION AND TENSION. AND THEN, WHAT I WOULD SAY IS, I THINK THAT THE UNIVERSITY HAS TO QUESTION THE WISDOM OF POSSIBLY THAT PARTICULAR KIND OF PROTECTION. MAYBE I WOULD STEP ON THE TOES OF A LOT OF PEOPLE WHO ARE ATHLETIC SUPPORTERS AND WHATNOT, BUT I CANNOT BELIEVE -- I HAVE TO BELIEVE THAT THERE ARE A LOT OF COMPETITIVE ATHLETES OUT THERE, COMPETITIVE NOT ONLY IN ATHLETIC SENSE, BUT COMPETITIVE IN TERMS OF THE -- THEY CAN ALSO MEET THE ACADEMIC COMPETITION. IT'S A MAJOR POLICY DECISION THAT THIS UNIVERSITY HAS TO GRAPPLE WITH.

I THINK THIS IS ONE OF THE ITEMS THAT I THINK WE'VE DISCUSSED IN OUR COMMITTEE SEVERAL TIMES, THE IDEA OF COMMUNICATING WHATEVER THE PROCEDURE IS AND TO CLARIFY FOR THE GENERAL PUBLIC, IF YOU WILL, LET ALONE HIGH SCHOOL COUNSELORS AND STUDENTS, SO THAT I THINK WE CAN ERADICATE THIS WHOLE IDEA OF THE U.C. AS DISCRIMINATING SO MUCH AS EXPLAINING THE REASONS THAT THE UNIVERSITY DOES THINGS THAT IS DOES, THAT MAY APPEAR TO BE DISCRIMINATORY, BUT IN FACT ARE NOT. HOWEVER, I DON'T THINK THAT'S ACCEPTABLE UNTIL SOME MAJOR CHANGES ARE MADE IN THE PROCEDURES.

WELL, I THINK THE UNIVERSITY IS TRYING TO CLEANUP THE PROCEDURES AND TO HAVE THEM WELL ARTICULATED. I WOULD SUBMIT THIS COMMENT AND THAT IS, I STILL BELIEVE THAT THERE ARE SOME VERY BASIC POLICY DISCUSSIONS THAT NEED TO BE DELVED INTO, SUCH AS, WHAT SHOULD BE THE UNIVERSITY'S POLICY WITH REGARDS TO LOW INCOME APPLICANTS, WITHOUT REGARDS TO RACE, BUT WHAT SHOULD BE THE UNIVERSITY'S POLICIES. I'M BEING VERY SELFISH ABOUT IT. I MEAN THE AUDITOR GENERAL SHOWS THAT WHEN YOU HAVE NO POLICY FOR LOW INCOME STUDENTS WHO ARE NOT UNDER REPRESENTED MINORITY STUDENTS, IT HAS A DISPROPORTIONAL IMPACT ON LOW INCOME ASIAN STUDENTS. HISTORICALLY, AND UNTIL 1984, BERKELEY HAS BEEN THE SINGULAR ROUTE FOR LOW INCOME U.C. ELIGIBLE ASIAN STUDENTS TO MAKE IT ON TO A FOUR YEAR CAMPUS. I MEAN THAT IS JUST A HISTORIC THAT HAS BEEN THE HISTORIC EXPERIENCE FOR ASIAN AMERICANS,PARTICULARLY THOSE COMING FROM IMMIGRANT AND REFUGEE BACKGROUND. FOR THE UNIVERSITY TO NOT RECOGNIZE THAT VERY IMPORTANT ROLE IN WHAT I BELIEVE TO BE AN OBLIGATION, I THINK IS A SERIOUS POLICY THAT NEEDS TO BE DISCUSSED AND

REVISITED, OTHERWISE BERKELEY BECOMES AN INSTITUTION POSSIBLY OF SERVING ONLY THOSE HIGHLY COMPETITIVE, SAY ASIAN OR WHITE STUDENTS WHO CAN AFFORD TO TAKE THE S.A.T. TESTS FOUR OR FIVE TIMES SO THEY CAN DO WELL ON IT. LET'S BE HONEST, THE PARENTS TODAY AS THEIR KIDS GO ON TO MIDDLE SCHOOL, ARE ENROLLING THEIR KIDS IN HOW TO TAKE S.A.T. TESTS. THAT BECOMES A MAJOR PROBLEM FOR MANY IMMIGRANT AND REFUGEE FAMILIES WHO CANNOT EITHER AFFORD IT, AND IN THE CASES OF IMMIGRANT STUDENTS WHERE THEY HAVE TO TAKE E.S.L. COURSES AND THEREFOR ARE NOT -- THEY DON'T MEET THE FOUR YEARS OF ENGLISH REQUIREMENT IN WHICH PRESENTS ANOTHER KIND OF PROBLEM. SO IF WE'RE GOING TO TALK ABOUT DIVERSITY, I DON'T HAVE ANY PROBLEMS ABOUT THE UNIVERSITY BEING DIVERSE, BUT IF IT'S GOING TO BE DIVERSE, THEN LET'S DISCUSS WHAT ARE GOING TO BE ALL THOSE DIFFERENT ELEMENTS OF DIVERSITY.

LET ME ASK ONE FINAL QUESTION. WITH YOUR VAST EXPERIENCE WITH THIS WHOLE AREA OF WHAT THE UNIVERSITY DOES, AND SO FORTH, WHAT IS YOUR PERSONAL, IN ONE OR TWO SENTENCES, WHAT IS YOUR PERSONAL PERCEPTION OF THE MISSION OF THE UNIVERSITY?

WELL, WITHOUT REPEATING MYSELF, I BELIEVE THAT BERKELEY NEEDS TO CLEANUP ITS ACT, AND THAT IS, I THINK THERE'S A LOT CONFUSION OUT THERE AS TO WHAT KIND OF STUDENT BERKELEY IS SEEKING TO RECRUIT AND ENROLL HERE, AND THERE ARE DOUBLE-TRIPLE MESSAGES. THE FRUSTRATION THAT PARENTS FEEL, AND THEY COME UP TO ME, AND I DON'T KNOW, I MEAN, RIGHT NOW BASED ON WHAT I'VE READ HERE AND WHAT WAS TOLD TO ME LAST FRIDAY AT THIS PANEL DISCUSSION, I REALLY -- AS MUCH AS I HAVE DEALT WITH

THIS ISSUE, FOR A STUDENT TODAY TO ASK ME, "WHAT SHOULD I EMPHASIZE ON MY WRITTEN ESSAY?", I REALLY WOULD NOT BE ABLE TO TELL THAT PERSON WHAT TO EMPHASIZE. THEY TALK ABOUT THEIR CURRICULAR ACTIVITY OR SHOULD THEY TALK ABOUT THEIR ECONOMIC STATUS, WHAT SHOULD THEY -- SHOULD THEY TALK ABOUT WHAT THEY WANT TO DO WITH THEMSELVES HERE AT CAMPUS. MAYBE THEY SHOULD TALK ABOUT EVERYTHING. BUT, IT'S IMPOSSIBLE TO TALK ABOUT EVERYTHING, BECAUSE I THINK IT'S IMPORTANT ALSO TO BE CONCISE TO THE POINT WHEN YOU WRITE THE ESSAY, BECAUSE THE UNIVERSITY DOES NOT HAVE THE CAPABILITY OF JUST -- AND IT DOESN'T READ THE SUPPLEMENTAL ESSAY FOR EVERY APPLICANT. IT NARROWS THE NUMBER OF STUDENTS AND THAT'S THE OTHER THING THAT IS NOT WELL KNOWN TO APPLICANTS, AND THAT IS YOU REQUIRE ALL 20 SOMETHING THOUSAND APPLICANTS TO WRITE THE ESSAY, WHEN IN FACT, LESS -- MAYBE 1/10 OF THOSE APPLICATIONS ARE READ FOR THE ESSAY OR SUPPLEMENTAL CRITERIA OR RATED IN SOME WAY.

I SORRY, I'M GOING TO ASK AGAIN IF YOU CAN TELL ME, WHAT DO YOU THINK IS THE MISSION OF THE UNIVERSITY?

THE MISSION OF THE UNIVERSITY IS THE PURSUIT OF ACADEMIC EXCELLENCE AMONG THOSE STUDENTS WHO ARE ELIGIBLE TO ATTEND THIS CAMPUS BASED ON THE MASTER PLAN WHICH CALLS FOR THE UNIVERSITY TO SERVE THE TOP 1/8. BECAUSE THE UNIVERSITY HAS MORE APPLICATIONS THAN WHAT IT CAN ACCOMMODATE, THIS CAMPUS UNLIKE RIVERSIDE, MUST WEED OUT FROM AMONG ALL THOSE ELIGIBLE APPLICANTS, THOSE WHO WILL GET IN AND THOSE WHO WILL NOT GET IN. THE UNIVERSITY CAN GO TWO ROUTES, IT CAN SELECT FROM AMONG THOSE WHO ARE ELIGIBLE BASED ON A DIVERSITY MATRIX, OR ELSE, IT CAN SELECT STUDENTS BASED ON THEIR ACADEMIC PERFORMANCE, OR IT CAN MAYBE DO A COMBINATION OF THE TWO, ACADEMIC PERFORMANCE AND DIVERSITY. BUT, IF IT DOES THAT, THE THIRD IS PROBABLY THE MOST DIFFICULT TO EXPLAIN, BECAUSE YOU HAVE ALL THESE LITTLE CATEGORIES OF THOSE WHO ARE PROTECTED, THOSE WHO ARE NOT, AND SOME OF THAT PROTECTION WOULD APPEAR NOT TO BE BASED ON RACE. IF WE'RE TALKING ABOUT BETWEEN WHITES AND ASIANS. IF THERE'S PROTECTION BASED ON DIVERSITY, THEN AS A PARENT, MAYBE WE SHOULD ENCOURAGE OUR KIDS TO BE ATHLETES. I'M NOT BEING FACETIOUS. WE'VE GOT TO RECOGNIZE A LOT OF PARENTS AND STUDENTS WANT TO COME TO THIS CAMPUS. THAT'S WHERE WE BEGIN. THEY WANT TO COME HERE, AND THEIR TRYING TO FIGURE OUT HOW TO GET HERE. HISTORICALLY IT'S BEEN BASED ON GRADES AND LATER ON GRADES AND TEST SCORES. BUT, TODAY IT'S BASED ON THE NOTION OF DIVERSITY AND GRADES, BUT THAT COMBINATION OR MIXTURE IS NOT WELL EXPLAINED. AND I'M NOT SO SURE THAT FACULTY MEMBERS AND STAFF MEMBERS UNDERSTAND IT VERY WELL EITHER.

IS IT FAIR TO SAY THEN,THAT YOU FEEL, AND I DON'T WANT TO PUT WORDS IN YOUR MOUTH, SO CORRECT ME IF I'M WRONG, THAT THE MISSION OF THE UNIVERSITY IS TO ALLOW FOR THE PURSUIT OF EXCELLENCE TO ALL OF THOSE STUDENTS WHO QUALIFY WITH SOME MANNER OF ALLOWING FOR DIVERSITY?

YEAH, I MEAN --

IS THAT AN ACCURATE STATEMENT?

IT DEPENDS ON WHAT YOU MEAN BY DIVERISTY. I THINK THAT YOU'RE ALWAYS GOING TO HAVE DIVERSITY. IT'S WHAT KIND OF DIVERSITY ARE YOU SEEKING TO ACHIEVE. BY THE CURRENT FORMULA, IT SEEMS TO BE FAIRLY WELL PRESCRIBED. THE QUESTION I WOULD RAISE IS, THE DIVERSITY THAT IS BEING SOUGHT, MAY IN FACT, HAVE ADVERSE IMPACT AGAINST CERTAIN GROUPS OF ASIAN APPLICANTS.

YES, I UNDERSTAND THAT.

AND THE TASK FORCE, FOR EXAMPLE, HAS RAISED A QUESTION AMONG THOSE WHO ARE DISABLED, HOW MANY ASIAN DISABLED STUDENTS HAVE BEEN RECRUITED FOR THOSE SLOTS? I DON'T KNOW. HOW ARE THE MUSICIAN, DRAMATICS OR EVEN ATHLETES FOR THAT MATTER, HOW ARE THEY BEING RECRUITED? I BELIEVE THAT THERE ARE ASIAN -- THERE ARE ASIAN ATHLETES OUT THERE! THEY MAY NOT BE FOOTBALL PLAYERS, THERE ARE SOME THOUGH. THERE ARE DIFFERENT KINDS OF ATHLETES AND THE QUESTION IS HOW ARE THEY RECRUITED? HOW ARE THEY SELECTED? THAT'S WHY THIS UNIVERSITY HAS TO MAKE -- THE UNIVERSITY WOULD NOT FEEL -- WE WERE NOT ASKED THESE QUESTIONS OBVIOUSLY, IF THE UNIVERSITY DID NOT HAVE THIS LEVEL OF COMPETITION. BECAUSE, PEOPLE ARE ALL COMPETING AND IT'S BECAUSE OF THIS COMPETITION THE UNIVERSITY IS FORCED TO ARTICULATE WHAT IS THE BASIS OF THIS COMPETITION AND HOW THEY DRAW THESE FORMULAS AND WHATNOT.

THANK YOU. THANK YOU VERY MUCH, HENRY, APPRECIATE YOUR PRESENTATION. NOW LET ME JUST MAKE A COUPLE OF ANNOUNCEMENTS. WE ARE OBVIOUSLY OVER OUR SCHEDULE BUT WE WANT TO KEEP GOING WITH PEOPLE THAT TOOK THE TROUBLE TO BE WITH US THIS MORNING.

FIRST OF ALL THERE ARE LUNCHES AVAILABLE FOR EVERYBODY, WHENEVER YOU WANT ONE YOU CAN GET ONE, APPARENTLY FROM KENNY RATTO (PHONETIC). NOW, WE'VE GOT -- DAISEY, YOUR HERE ALSO, RIGHT? ARE YOU HERE TO GIVE US A LITTLE RECITATION?

(UNINTELLIGIBLE.)

THIS IS THE FIRST TIME I'VE EVER KNOWN YOU TO BE --

OKAY, ANYBODY ELSE, IS THERE ANYBODY ELSE WHO --

(UNINTELLIGIBLE.)

YOU WANT TO SHARE A FEW THOUGHT WITH US?

(UNINTELLIGIBLE.)

I WAS NOT AWARE OF THE AGENDA OR REALLY PREPARED TO GIVE WHAT I CONSIDER A MEANINGFUL PRESENTATION TO THE GROUP AT THIS TIME BUT I THINK THE CHINESE ALUMNI VETERANS HAVE VIEWS (UNINTELLIGIBLE).

WE CERTAINLY WANT TO HEAR THOSE, MAYBE I CAN DO THIS, CAN I INVITE YOU TO PUT THEM IN WRITTEN FORM AND SEND US A LETTER OR SEND ME A LETTER OR WHATEVER, AND THEN IF YOU FEEL THAT YOU WOULD LIKE TO MAKE AN ORAL PRESENTATION, WE WILL HAVE FURTHER MEETINGS AS WE GO. THIS IS THE FIRST PUBLIC MEETING WE'VE EVER HAD AND WE'LL GO FURTHER AS WE ARE WRITING OUR REPORT TO THE COMMITTEE, AND THE COMMITTEE THEN WRITES ITS REPORT. WE'LL BE GATHERING OTHER INFORMATION, SO IF YOU FEEL THAT A MEETING WILL BE PRODUCTIVE, WHY CERTAINLY IF YOU REQUEST THAT WE'LL BE HAPPY TO SET IT UP, AND GO FROM THERE.

WE WOULD APPRECIATE THAT OPPORTUNITY BOTH WRITTEN AND VERBALLY, AT THE SAME TIME,I REALLY DO HAVE RESPONSES TO THE SO CALLED ESTABLISHED ORGANIZATION AS YOU ARE APPROACHED, ALL BE IT, THAT I CONSIDER IT THAT YOU'RE A CLOSET AFFIRMATIVE ACTION GROUP ALSO.

(UNINTELLIGIBLE) IN AS MUCH AS YOU ARE AN ALUMNI, COULD I ASK YOU IF YOU CAN GIVE A REPRESENTATIVE STATEMENT AS TO WHAT YOU AS ALUMNI VIEW THE MISSION OF THE UNIVERSITY IS?

WELL, AT THIS TIME I DON'T HAVE ANY VERY TECHNICAL INFORMATIVE (UNINTELLIGIBLE).

OKAY, IN OTHER WORDS, YOU HAVE NO ARGUMENT WITH THE BASIC PREMISE THAT WE'RE TO EDUCATE THE BRIGHTEST AND THE BEST, AND IF WE MEAN THE BRIGHTEST AND THE BEST TO MEAN THE TOP TWELVE PERCENT OF THE HIGH SCHOOL GRADUATES IN THE STATE OF CALIFORNIA, THAT WOULD BE IN AGREEMENT WITH YOUR ORGANIZATION, PRETTY MUCH?

I WOULD SAY YES, THAT THERE ARE (UNINTELLIGIBLE) THAT CONTEXT.

OKAY, THANK YOU.

OKAY, WE'LL LOOK FORWARD TO GETTING YOUR WRITTEN MATERIALS AND THEN WE'LL SET UP FURTHER, AS FAR AS ANY ORAL PRESENTATION, ALL THREE OF YOU ACTUALLY. I TAKE IT YOUR IN THE SAME ORGANIZATION THOUGH, RIGHT?

(UNINTELLIGIBLE.)

THAT SOUNDS BOTH INTERESTING, AND VALUABLE IF WE COULD GET A COPY OF THAT, I'M SURE WE WOULD ALL APPRECIATE THAT.

(UNINTELLIGIBLE.)

GREAT.

AS A FOOTNOTE, I'M A PERSONAL FOOTNOTE AS THE OFFSPRING OF THE FIRST CHINESE PROFESSOR ON THE CAMPUS, I'M A BERKELEY GRAD. AND, SO I'VE GONE THROUGH A LITTLE PERIOD AND I HAVE VERY STRONG FEELINGS OF WHAT HAS EVOLVED AT BERKELEY OVER THE YEARS, AND ALSO HAVING SERVED IN ALUMNI ASSOCIATIONS.

GOOD. ALL RIGHT, WE'LL LOOK FORWARD TO YOUR SHARING THOSE WITH US AND THEN WHEN WE CAN WE'LL SET UP A SEPARATE MEETING AND HAVE SOME INTERCHANGE. SO, THANK YOU FOR COMING THIS MORNING WE APPRECIATE IT. (END OF TAPE 2, SIDE B)

WRITTEN STATEMENTS

Testimony by Dr. Rooger G. Lum
Executive Director, Asian Community Mental Health Services

To Be Presented at the University of California, Berkeley
April 29, 1988

My name is Rodger Lum and I am currently the Executive Director of Asian Community Mental Health Services. I am also an alumni of the University of California at Berkeley, having received my baccalaureate in 1969 and my Ph.D. in 1979 in clinical psychology. And, during 1972-1974 and since 1980 I have taught a variety of courses in the Asian American Studies department.

As you can see, I have remained very close to the university and consider it an extremely fine institution to which I am deeply indebted. My testimony today reflects my deeply felt concerns as a member of both the university and the Asian communities.

I would like to offer a few considerations and share with you a number of recommendations on how the university can be an even greater resource to the Asian community. Before doing so, I would like to emphasize my view that the primary mission of a state-supported, public institution of higher learning ought to be the development of future leaders in human and social services, whether in the public or private sectors, and in volunteer community service. Above all, it ought to foster the development of well-rounded citizens with a strong sense of social consciousness.

There are two basic considerations behind this commitment. First, we are living in an era of incredible change, both in terms of the expansion of human knowledge and technical developments, and changes in social demography. In California, for instance, the racial and ethnic balance is shifting rapidly. The Center for the Continuing Study of the California Economy reported last year that 24.5% of the state's population will be Hispanic and Asian by 1995, up from 21% as of 1987, with Asians comprising the fastest growing minority group. The Asian population will increase by 51%, followed by Hispanics at 30%.

In effect, there will be an emerging segment of the State's population in greater need of higher education that prepares them for positions of leadership and contribution. Minority communities generally lack sufficient resources to meet growing needs, and could benefit greatly from the infusion of young professionals. Given these needs and changes, we will likely see more Asians applying to Berkeley than before. Clearly, Berkeley's admission policies must be sensitize to these considerations.

Secondly, the university exists within a broader community, to which it ought to have obligations. The broader community sends many of its promising young students to Berkeley, tuition in hand, and it donates funds to supplement State support. The broader community employs many of Berkeley's graduates, while providing university faculty in the social and behavioral sciences a ready and willing laboratory for community-based research.

I would now like to offer some recommendations which address these two broad considerations of community service:

(1) More minority-specific curriculum in the social and behavioral sciences could be offered. The current array of courses on minority psychology or mental health is woefully inadequate.

(2) There needs to be active recruitment and hiring of minority faculty, especially representatives of the Asian, Southeast Asian, or Pacific Islander communities. Hiring could be for ladder-rank positions or for guest or visiting lectureships in the various social and behavioral sciences. There is a marked paucity of Asian faculty in those disciplines having greatest impact on training leaders in the Asian communities.

(3) There should be a clear policy and master plan for assisting local minority communities. These policies and plans might include provisions for training, consultation, and technical assistance, which would be directed at assisting local communities in solving complex social problems.

(4) Encourage faculty members to provide voluntary services to the Asian community. Although this may be unrealistic given the heavy teaching and research responsibilities of faculty, voluntary assistance from these highly-educated professionals in the non-profit services would be a real boon at a time when survival has been difficult for the smaller organizations.

(5) The university could form a 24-member Community Advisory Committee for the Academic Senate, if one is not already in place, with representatives from the public and private sectors and the various ethnic minority communities. This Committee would advise the Academic Senate on changing needs and

problems in the various minority communities, on how curriculum content and policies might address these changes, and on general community-university relations.

(6) The Chancellor could form a Select Committee on Minority Affairs, which would advise the Chancellor on ethnic minority issues in the community and on campus. This committee could concern itself with affirmative action issues, academic policies affecting minorities, or minority community issues. As minority student enrollment at UC Berkeley climbs, there will be an ever increasing need for some kind of special committee.

(7) The university could provide more funding and support for the Asian American Studies Division to expand at a time when enrollment in, and demand for, relevant courses have increased. Many Asian students are asking for courses which prepare them for professional careers in business, industry, and the sciences, and possibly for careers in directly serving Asian immigrants and refugees and their communities. There is a need for expanding courses with a community-oriented focus.

We have found that the community service courses (e.g., Mental Health in Asian Communities) have been excellent for recruiting students for volunteer activities and field placements. I am also happy to say that many former students of the Asian American Studies Division have gone on to careers serving the Asian communities in the Bay Area.

In closing, I want to thank the university for the opportunity of presenting these ideas on how this university can be of greater service to the Asian community.

이스트 베이 한인 봉사회
KCEB
KOREAN COMMUNITY CENTER OF THE EAST BAY
3538 TELEGRAPH AVENUE, OAKLAND, CA 94609
TEL (415) 547-2662

April 29, 1988

Mr. Ira Heyman, Chancellor
University of California
University Hall
Berkeley, Ca 94720

Dear Chancellor Heyman:

I'm writing this letter on behalf of the Korean Community Center of the East Bay and it's constituents to object to the lack of concern the University has shown regarding the needs and issues of our communities.

KCCEB is a non-profit, multi social services organization addressing the needs of Korean and other Asian recent immigrants facing severe language and cultural barriers in their newly adopted country. As a public institution supported by tax dollars, the university is accountable to the general public and all of it's diverse communities regarding policies adversely affecting any one of those communities. The sharp and unexplained decline in the number of Asian students at Berkeley despite an ever growing Asian community, whose children are eager to enter higher institutions of learning and become productive citizens of this country, has caused widespread concern.

The issue must be fully articulated as to why these changes have occured. The University must work in cooperation with the communities that provide the revenue to support such institutions, not in opposition to them, and to develop a mechanism which will allow for equal access to university resources for the general population as well such as employment opportunities within the UC system.

Sincerely,

Bong H

Bong Hwan Kim,
Executive Director

BERKELEY: DEPARTMENT OF ETHNIC STUDIES
ASIAN AMERICAN STUDIES DIVISION
3407 DWINELLE HALL

April 22, 1988

TO: Professor Yuan T. Lee and Ms. Janice Koyama, Co-chairs
Chancellor's Advisory Committee on Asian American Affairs

FR: Professor Ling-chi Wang L. Ling-chi Wang
Asian American Studies

On behalf of the faculty of the Asian American Studies Program, I would like to express our appreciation for this opportunity to appear before this committee and to briefly describe the role of the program and how we perceive several key issues affecting the future of the program and its service to the Asian American students.

Established in Fall 1969, the Asian American Studies Program is the only comprehensive academic program designed to serve educational needs of our increasingly diverse and predominantly foreign-born Asian American student body. For example, the program offers courses designed (1) to provide basic reading and writing skills, (2) to promote better self-understanding through studies of Asian American history, community and culture, (3) to teach analytical and research skills, and (4) to help students better understand how various public institutions and policies affect the Asian American community. In recent years, about 1,500 Asian American students each year take some 30 courses offered by our small faculty. This means that most of the Asian American undergraduates are exposed to at least one Asian American course during the course of their study on the Berkeley campus. In addition, faculty members engage in research and publication, teach graduate students, and render professional services on campus and in the community. Not infrequently, many of us are called upon to provide academic advising and personal counseling for many of our students. Invariably, we find our jobs exciting, challenging and rewarding.

I am therefore pleased to inform you the Asian American Studies Program is not just doing well but growing. In fact there has been an increasing interest among Asian American students, staff and faculty in our program on this campus and across the U.S. Over the last 19 years, Asian American Studies has emerged from its previously non-existent status to become an intellectually exciting, interdisciplinary field of study, covering most of the disciplines in both social sciences and humanities and opening new, challenging horizons and areas for legitimate scholarly inquiries. For example, Sucheng Chan's recent book, This Bitter-Sweet Soil: The Chinese in California Agriculture, 1860-1910, shed new light on the history of California's agriculture, and

Shih-shan Henry Tsai's *China and the Overseas Chinese in the U.S., 1868-1911* provides a hitherto ignored dimension of Chinese American history and U.S.-China relations. Peter Kwong's *Chinatown, N.Y.: Labor and Politics, 1930-1950* and most recently, *The New Chinatown* and Illsoo Kim's *New Urban Immigrants: The Korean Community in New York* introduce new perspectives into the study of American immigrant experience and internal political and social dynamics of two Asian American communities in New York. Elaine H. Kim demonstrates the variety and richness of long-neglected Asian American literature in her book, *Asian American Literature: An Introduction to the Writings and Their Social Context*. Not only has Asian American Studies added new insights into the age-old issues of race in American society, it has also generated new perspectives and new areas of research in America's continuing search for a more just and equal society. From culture to politics and from history to community services, it has stimulated interests and creativity unprecedented in the history of Asian America. However, the field remains underdeveloped by comparison and it futures depends largely on how much institutions such as UC are willing to invest.

Complicating the development of the field is the growing complexity of the Asian American community and the need for Asian American Studies to keep abreast with this intellectually challenging development. California, which has been the social, political and cultural center of the Asian American population since the Gold Rush era, has been experiencing an accelerated increase in its Asian population in the past decade as a result of the massive influx of immigrants and refugees from East and Southeast Asian countries. Some of the new arrivals are investors from Pacific Rim nations who are attracted by the favorable investment climate that California has to offer. With the passage of the 1965 Immigration and Nationality Act, which finally abolished the discriminatory racial quota for immigrants from Asian countries which led to a resurgence of immigration, and the emergence of new economic and political relations between the U.S. and East Asia since the 1970s, recent Asian American population trends have substantially increased in visibility, influence and vulnerability of the Asian American population on the one hand, and has created, in the process, new and lasting ties (infrastructures) between Asian American communities in California and the nations of East and Southeast Asia, on the other hand, thereby putting California in a position uniquely advantageous in its long-term trade and cultural relations with Asian countries. Yet, both American society in general and the academic community in particular remain largely ignorant of, and ill-prepared to relate to the Asian Americans in their midst. Many recognized only the tremendous trade potential in East Asia and took steps toward exploiting it. The establishment of the Graduate

School of International Relations and Pacific Studies (IR/PS) at UCSD is in fact a partial recognition of this glaring deficiency and a concrete step toward addressing the need. Others however, see the new demographic trend and emerging trade with East Asia with increasing alarm and resentment. In spite of the civil rights gains since the 1960s. racist stereotypes of Asian Americans, some argue, have resurfaced. The proliferation of anti-Asian violence, documented last year by the U.S.Commission on Civil Rights and California Attorney-General John Vander Kemp, and the discriminatory admissions practices against the rising numbers of college-bound Asian American applicants at the elite universities across the nation in recent years, which have been reported widely in the national media, are strong and painful reminders of how little we know about this population which has been with us since the Gold Rush, and how Asian Americans continue to this date to be viewed and treated not as Americans, but as foreigners. One of the roles of Asian American Studies is to make sense out of these rapid social, cultural and economic changes and to provide enlightened understanding of Asian Americans.

Just as rewarding to us is the proliferation of Asian American Studies programs in recent years in important universities and colleges across the U.S. I am pleased also to inform you that our faculty have played, both directly and indirectly, an important role in the establishment of many of these programs and several of these new programs have appointed scholars trained in our program. We fully expect this trend to continue, especially here in the state of California and we are committed to turn our even more scholars for these new programs throughour Ph.D. program in ethnic studies.

I would like now to turn your attention to a few problems now confronting the Asian American Studies Program.

First and foremost, the program can no longer fulfill its teaching and research obligations with its current full-time faculty. Within the last few years, our enrollment has increased steadily and many of our faculty members have expanded their graduate teaching because of the new graduate program in ethnic studies. Yet the program has had only five permanent full-time faculty positions on its budget since 1974! Currently of the five, two are in language and literature, two in Asian American history and one in community studies. Together they teach about two-thirds or our courses. The remaining courses are covered by part-time lecturers.

This condition is intolerable. As a field of academic study, Asian American Studies is a growing field with new areas of research being identified and developed. As an instructional program on campus, Asian American Studies has been forced to expand its services to more and more students at both undergraduate and graduate levels without the additional faculty and teaching support services. The program therefore must be given additional permanent faculty positions, a minimum of three, not only to share the increasingly heavy teaching load but also to undertake research in the fast-developing field in Asian American scholarship. To make the situation worse, the program has been losing its experienced part-time and full-time faculty members to other universities because it has not been able to make competitive offers to retain them. The program needs additionally faculty in community studies, history and Pacific Rim studies.

Secondly, eight years ago, the Asian American Studies Program began to build a research library, with a special collection on Chinese American materials, approved by the university. In addition, it has been providing vital support to our instructional program. Since then, the Asian American Studies Library has become the most authoritative center for research in Asian American Studies in the U.S. Its Chinese American collection is a must for anyone doing research in Chinese American history. In fact, scholars from nay parts of the world have come to use the Chinese American collection. Unfortunately, the library has reached the point that it can no longer accept or acquire significant primary source materials for which it is charged to undertake because of limited space. Clearly, if the library is to continue its services to students and researchers and to maintain its preeminent position in Chinese American research, it must be given additional storage space immediately antd allowed to eventually expand beyond its current capacity.

Finally, I would like to point out a few problems we consider important for this committee to take on if it is to fully carry out its mandates from Chancellor Heyman. First, as more and more Asian American students come from non-English-speaking background or enter the university with deficiency in reading and writing skills, it is essential for the university to pay greater attention to this specialized need of ASian American students. I am referring to the need to provide effective and non-racist teaching in both Subject A and R & C courses. It is unfair to erect artificial and discriminatory language barriers to prevent this type of students from gaining admissions into this campus. It is also unjust and racist to subject this type of students to rigid and insensitive instructional program. Secondly, student support services must be evaluated to see if they in fact are reaching or available to all students, including those from non-white and immigrant backgrounds. The tendency on this campus is to cater our services to those whose life-style and learning-style area basically suburban, white middle-class. By maintaining this posture and expecting all students to behave in like manner, we effectively discourage or prevent students from other backgrounds from gaining access to services they need and are entitled to receive. Both false assumptions and indifferent personnel in student services can have a devastating effect on our ability to create a positive and enriching intellectual environment. Lastly, the racial composition of our faculty, staff and administration must be made reflective of the changing racial composition of the San Francisco Bay Area. In spite of the strong presence of Asian American students on this campus, Asian Americans are still underrepresented in many areas and at all levels. I am particularly concerned about the conspicuous absence of Asian Americans in the management of all academic and administrative units on this campus. There is simply no excuse for the continuing exclusion of Asian Americans at this level.

I thank you for your attention and I urge you to study the issues I raised and to support my recommendations.